المملكة العربية السعودية
وزارة التربية والتعليم

وزارة التربية والتعليم
Ministry of Education

ENGLISH LANGUAGE
INTERMEDIATE STAGE
SECOND INTERMEDIATE GRADE
FIRST SEMESTER

اللغة الإنجليزية
المرحلة المتوسطة
الصف الثاني المتوسط
الفصل الدراسي الأول

SUPER GOAL 3

KSA Edition





كتاب الطالب و التمارين
STUDENT'S BOOK
WORKBOOK



تطوير
مشروع الملك عبدالله بن عبدالعزيز لتطوير التعليم العام
King Abdullah bin Abdulaziz Public Education Development Project

طبعة ١٤٣٥/١٤٣٦ هـ
Edition 2014/2015

1 Are You Here on Vacation?

1 Listen and Discuss

What kinds of international festivals do you know about? Where do they take place?

Are you here for the festival?

Yes, I am. My name is Jean Fournier.

How do you spell your last name?

F-O-U-R-N-I-E-R.

It's good to see you Colin.

How are you?

Fine, thanks. How about you?

Excuse me. Where's the restaurant?

Behind the elevators, on your right.

INTERNATIONAL WRITERS FESTIVAL

WELCOME ALL PARTICIPANTS!

Lee, I'd like to introduce you to Joe Slater.

Nice to meet you, Lee.

Nice to meet you, too.

Good night.
See you tomorrow.

Bye. Take care.

My name is Robert Atkinson, but everyone calls me Bob.

Hi, Bob. I'm Francisco Ramirez. But my nickname is Pancho.

I'm Faris. I'm from Saudi Arabia. Where are you from, Ketan?

Well, I was born in Mumbai, but I was raised in New Delhi and I still live there.

Farewells: Good night. / See you tomorrow. / Bye. / Take care

Quick Check

A. Vocabulary. Find and write down the greetings and farewells.

B. Comprehension. Who are they? Say and spell their names to a partner.

1. He's from India.
2. His nickname is Pancho.
3. He's checking into the hotel.
4. His friend is introducing him to Joe Slater.
5. He's from Saudi Arabia.

2 Pair Work

A. Imagine you just arrived at the writers festival.

1. Greet someone you know.
2. Introduce yourself to someone.
3. Introduce a friend to someone.

1. Ketan **4.** Lee
2. Francisco Ramirez **5.** Faris
3. Jean Fournier

3 Grammar 

Simple Present of the Verb *Be*

Use the simple present of the verb *be* to talk about situations and events that exist in the present or that are always true.

I'**m** on vacation. Riyadh **is** in Saudi Arabia.

Yes-No Questions (?)	Short Answers (+)	Short Answers (–)
Are you here on vacation?	Yes, I **am**.	No, I'**m not**.
Is Ahmed happy in his new job?	Yes, he **is**.	No, he **isn't**.
Is it very cold in your country?	Yes, it **is**.	No, it **isn't**.
Is the museum open on Sundays?	Yes, it **is**.	No, it **isn't**.
Are you here for the festival?	Yes, we **are**.	No, we **aren't**.
Are they from Egypt?	Yes, they **are**.	No, they **aren't**.

Information Questions: *How, What, When, Where, Who, Why*

How's it going? (How + is)	Fine, thanks.
What's your last name? (What + is)	It's Zahrani.
When's the festival? (When + is)	It's in February.
Where's your friend from? (Where + is)	He's from Jeddah.
Who's that tall man? (Who + is)	That's my uncle.
Why's he here? (Why + is)	He's here for the festival.

A. Complete the conversation. Use the correct form of the verb ***be*** or short answers with ***be***. You can use contractions. Then practice with a partner.

A: ____________ you here on vacation?
B: No, I ____________ here for the writers festival.
A: It sounds like fun. So, what ____________ your job?
B: I ____________ a novelist, and my friend ____________ a p
We ____________ here for the festival.
____________ you here for the festival, too?
A: No, ____________. I ____________ here on vacation.
I ____________ here with my friend, too.
He ____________ there near the reception desk.
B: ____________ he the tall man in the red shirt?
A: Yes, ____________. Let me introduce you to him.

A: Are **A:** I'm not / am ('m) / am ('m) / is ('s)
B: am ('m) **B:** Is
A: is ('s) **A:** he is



B. Interview a classmate. Ask for this personal information.

1. name
2. spelling of first and last names
3. age and date of birth
4. nationality
5. address
6. telephone number
7. email address
8. occupation

1. a **2.** c **3.** d **4.** f **5.** b **6.** e

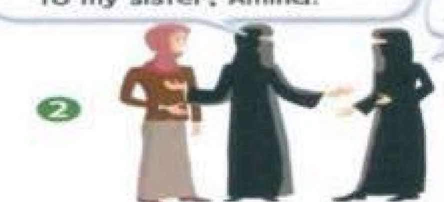


C. Match the responses to the situations. Then practice the conversations with a partner.

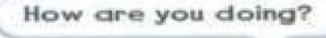
a. No, I'm Luke Robbins.
b. That's all right.
c. Nice to meet you.
d. Fine, thanks.
e. You're welcome.
f. William. But my friends call me Bill.

1. Are you Dr. Philips? — a

2. Let me introduce you to my sister, Amina. — ____

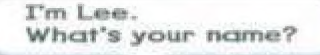


3. How are you doing? — ____





4. I'm Lee. What's your name? — ____



5. I'm so sorry. — ____



6. Thank you so much. — ____



4 Listening



Listen to Mr. Wilson's conversation with a hotel bellhop. Complete the information about him.

Nationality	
Room—floor	
Number of days at hotel	
Purpose of visit	



Nationality = British
Room—floor = 905—9th floor
Number of days at hotel = 1
Purpose of visit = a meeting

5 Pronunciation

Listen. Note the rising and the falling intonation. Then practice.



Are you a student?
Are they from Jordan?
Is he on vacation?

What's her name?
Where is she from?
Who are they?



6 Conversation 



Real Talk

Here you are. = an expression used when you give something to someone

Have a nice stay. = an expression used to wish someone a good time in a place

Desk clerk: Can I help you?
Ibrahim: Yes, please. I have a reservation. My name's Ibrahim Ghazali.
Desk clerk: Are you here for the conference?
Ibrahim: No, I'm here on vacation with my family.
Desk clerk: How do you spell your last name?
Ibrahim: G-H-A-Z-A-L-I.
Desk clerk: Yes, Mr. Ghazali. How long are you staying with us?
Ibrahim: Four days.
Desk clerk: Please fill in this form. May I have your credit card, please?
Ibrahim: Here you are.
Desk clerk: Thank you. Room seven-oh-five. Here's your key card. Have a nice stay.
Ibrahim: Thank you. Oh, excuse me. Where can I find out about city tours?
Desk clerk: With the concierge. He's at the desk to the right.

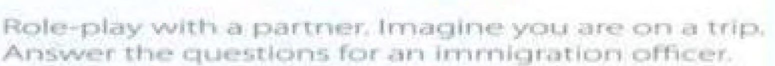
About the Conversation

1. What's Ibrahim's last name?
2. Is Ibrahim at the hotel on business?
3. How is he paying for the hotel?
4. How long is he staying in the hotel?
5. What's his room number?

Your Turn

Imagine you are checking into a hotel and talking to the desk clerk. Role-play the conversation with a partner. Then change roles.

7 About You

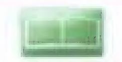


Role-play with a partner. Imagine you are on a trip. Answer the questions for an immigration officer.

1. What's the purpose of your trip?
2. How long are you staying?
3. What's your address in this country?
4. Do you have any family here?
5. What's their address?

1. Her last name is Ghazali.
2. No, he isn't. He's on vacant
3. He is paying by credit car
4. He is staying for four day
5. His room number is 705.



8 Reading 

Before Reading

What do you know about youth hostels?
What do you know about S.A.Y.H.A.?

The Place to Stay

Many young people traveling around the world are backpackers or students on a low budget. They want to see the world, but they can't afford to pay for regular hotels. So youth hostels are the perfect solution for travelers without a lot of money to spend. Today there are more than 4000 hostels in over 80 countries, and the Saudi Arabian Youth Hostels Association (S.A.Y.H.A) offers accommodations in 21 cities across the Kingdom.

The accommodations in hostels are inexpensive because guests usually share rooms and bathrooms. Most hostels have a laundry room, telephones, Internet connection, and a restaurant. Some hostels also offer cooking facilities, such as a kitchen with pots and dishes. Youth hostels are usually in interesting places where young people can learn about the local monuments, history, and culture. Some hostels are even inside old historic buildings, castles, and on boats.

Hostels are definitely the place for socializing. The guests, who are from different cities or countries, have the opportunity to meet other young people and share experiences. Many hostels organize tours and fun activities. For example, S.A.Y.H.A. holds sports and painting competitions, and there are also prizes for the best community projects. So when traveling, youth hostels are the best place to stay and make new friends.

After Reading

Answer ***yes*** or ***no***.

1. _____ Young tourists are usually rich.
2. _____ The rooms in youth hostels are usually cheap.
3. _____ You can't cook in any youth hostels.
4. _____ Hostels are good places for meeting people.

1. no **2.** yes **3.** no **4.** yes

Discussion

Where do you stay when you travel? Describe the places where you stay.

9 Writing 

Create a hotel or hostel registration form. Then complete it with all your personal information.

10 Project 

Find out about youth hostels in your country. Present the information to the class.





What Are They Making?

1 Listen and Discuss

What do you think the TV film is about? What is happening?

Let's do it again.

Kim, Wang, what are you doing? It's not lunch time yet!

No, that's wrong, Lee. Why are you feeding the fish?

Don't look around, Yao. Get over the wall.

Chen, you're doing fine. That's great.

I love pizza. It's excellent.

The soup smells good, but it tastes terrible.

(Approval): That's great. / ...you're doing f ne. /
It's excellent. / I love...
(Disapproval): No, that's wrong. / ...but it tastes terrible. /
What
are you doing?

Quick Check ✓

A. **Vocabulary.** Find words to express approval and disapproval.

B. **Comprehension.** Match the parts of the sentences.

1. The actor at the food stand ___
2. The director ___
3. The man near the pond ___
4. The man on the wall ___
5. The old man

a. is running away.
b. is shouting for help.
c. is talking to the actors.
d. is feeding the fish.
e. isn't enjoying the soup.

1. e **2.** c **3.** d **4.** a **5.** b



1. The old man is holding a cell phone.
2. The man on the wall is wearing sneakers.
3. The actor at the food stand is eating soup with a fork.
4. One of the actors is wearing boxing gloves.
5. The man is using a laptop.
6. The kids are wearing modern, western clothes.
7. There is a package of fish food lying next to the fish pond.

2 Pair Work

A. Ask and **answer** about the people in the TV studio.

- What is the <u>cook</u> doing?
- <u>He's making soup.</u>

- Is <u>Lee feeding the fish</u>?
- <u>Yes, he is.</u>

B. This story takes place in the past, many years ago. With a partner, find things that are wrong in the picture.

- What's wrong in the picture?
- Well, the old man is holding a cell phone.

3 Grammar

Present Progressive

Use the present progressive for actions happening now.

Information Questions (?)

What	**am**	I	**doing** now?
	are	you	
	is	he / she	
	are	we	
	are	they	

Affirmative (+)

I**'m**	**working**.
You**'re**	
He**'s**	
She**'s**	
We**'re**	
They**'re**	

Negative (–)

I**'m not**	**working**.
You **aren't**	
He **isn't**	
She **isn't**	
We **aren't**	
They **aren't**	

***Yes-No* Questions (?)**

Am	I	**reading**?
Are	you	
Is	he / she	
Are	we / they	

Short Answers (+)

Yes,	I	**am**.
	you	**are**.
	he / she	**is**.

Short Answers (–)

No,	I**'m**	**not**.
	you	**aren't**.
	he / she	**isn't**.

We don't usually use the progressive with v

I **like** martial arts films. I **don't h**

We can also use the present progressive fo

A: What are you doing **tomorrow**?
B: I**'m going** to the park.

1. is ('s) happening
2. are ('re) making
3. love
4. is ('s) talking
5. is ('s) wearing
6. plays
7. hears
8. are ('re) starting

A. Complete the conversation. Use the present progressive or simple present form of the verbs in parentheses.

Adel: Excuse me. What ____________ (**1.** happen)?
Greg: They ____________ (**2.** make) a TV series.
Adel: What kind of series is it?
Greg: It's a detective story.
Adel: Oh, I ____________ (**3.** love) detective stories.
Greg: Eric McGuire is the director. That's him over there. He ____________ (**4.** talk) to Brad Novak, the actor.
Adel: Who is that tall guy over there? He ____________ (**5.** wear) a raincoat.
Greg: Oh, that's Adam Scott. He usually ____________ (**6.** play) a smart detective. In this scene, he ____________ (**7.** hear) an explosion and goes to investigate.
Adel: Oh, look. They ____________ (**8.** start) to film.





B. Look at the picture, and answer the questions.

1. Where are they filming?
2. What is the detective doing?
3. What is the crew painting?
4. What are the men carrying?
5. What game are the people on the street playing?
6. Who is the director talking to?
7. What are the men in the café doing?
8. What is the waiter doing?

4 Listening

Look at the picture above again. Listen and match with the person. Write the correct sentence numbers.

_____ one of the people watching
_____ one of the basketball players to the other
_____ the director to the cameraman
_____ one of the painters to the other
_____ the actor playing the detective
_____ the waiter to a customer in the café

5 Pronunciation

Listen. Note the difference in the two sounds. Then practice.

/i/	h**e**	**ea**t	r**ea**d	sl**ee**p

He likes to sl**ee**p on the b**ea**ch.

/ɪ/	**i**t	th**i**s	l**i**sten	s**i**t

Th**i**s **i**s B**i**ll's car.

FYI The sound /i/ is often spelled with **e**, **ea**, or **ee**. The sound /ɪ/ is usually spelled with **i**.

6 Conversation 



Reporter: So, Jet, how's the new project going?
Jet Chang: It's going very well.
Reporter: Tell me about it.
Jet Chang: Well, it's a documentary series about martial arts. We're filming the studio scenes here in Hong Kong and the rest in locations all over Asia.
Reporter: Are you using a stuntman for the martial arts scenes?
Jet Chang: No, I'm doing the stunts all by myself.
Reporter: Are the stunts dangerous?
Jet Chang: Not at all. I'm trained in karate. But without proper training, people shouldn't try the stunts.
Reporter: Are there any fight scenes?
Jet Chang: No. Today, karate is not about fighting like you see in films. It's about physical strength and
Reporter: Are you planning a lot of episodes?
Jet Chang: Yes, if this first episode is a success.

Real Talk
So = a way to start a new topic in a conversation
all by myself = with no one else's help

1. He's working on a documentary series about martial arts.
2.They are ('re) filming the documentary in the studio in Hong
Kong and in locations all over Asia.
3. No, he isn't.
4.Karate isn't about fighting. It's about physical strength and
balance.
5. Yes, they are, if the fist episode is a success.

About the Conversation

1. What kind of project is Jet working on?
2. Where are they filming the documentary?
3. Is Jet using a stuntman?
4. What does Jet say about karate today?
5. Are they planning a lot of episodes?

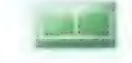
Your Turn

Role-play with a partner. Imagine you are a reporter interviewing Jet Chang. Then change roles.

7 About You 

1. What martial arts do you know about?
2. Do you think they're good sports? Why?
3. Do you watch documentaries?
4. What kind of documentaries do you like? Why?
5. Do they make documentaries your country? What are they about?
6. Do you ever watch documentaries or videos online to learn more about something?



8 Reading 

Before Reading

What do you know about web videos and e-learning?



E-Learning Is Easy!

You see a young executive in a public place staring into his laptop and you think: "Oh, poor guy, he's working so hard." But, in fact, perhaps he's looking at Facebook or Skype. Perhaps he's chatting online with friends or watching a video from his family who live far away. The Internet makes it easy to communicate. Lots of people share photos and videos with their family and friends. Webcams also make it possible for others to see you when you are talking online.



But web videos and webcams are much more than that. They are becoming popular tools for e-learning. Many teachers today show web videos in their classrooms. What better way to help students understand geography or science. And there are thousands of video clips to choose from—you can see active volcanoes, the latest developments in technology, or learn more about global warming. For some students and teachers, the Web is their classroom. More and more students are taking online lessons. Some language students, for example, learn on their own from websites, and others connect with their teacher online with the help of a webcam. There are also online schools like the Khan Academy with over 3000 video lessons in math, science, economics, and history—and it's absolutely free. Do you want to know how to make a cheesecake or learn how to play golf? Free how-to videos online can teach you. Anyone can e-learn, and it's easy!

After Reading

Answer ***yes*** or ***no***.

1. _____ Teachers usually use webcams in the classroom.
2. _____ More and more people are learning online.
3. _____ You need to pay to use video websites.
4. _____ You can probably learn how to fix a bike on the W

1. no **2.** yes **3.** no **4.** yes

Discussion

Do your teachers ever show videos in the classroom to help you learn? Do you ... learn how to

9 Writing

Describe how the Internet is a useful tool for students.

10 Project

With a few of your classmates, write a script for a short how-to video. Perform the scene for the class, or record it and show the video to the class.



Who's Who

1 Listen and Discuss 

Do you know people who have the following jobs? Discuss what you like or don't like about each occupation.

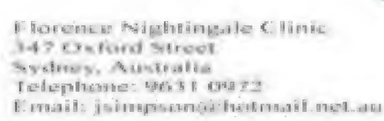


Hussain Saleh is a salesperson. He works in a furniture store, and he thinks the job is boring. So Hussain is studying business management in college at night. He wants to be a marketing manager.

BEST VALUE FURNITURE

Hussain Saleh
Sales Representative

Madina Road, Kilo 12
Jeddah 23421
Telephone: 966-2-516-9354





Judy Simpson
Registered Nurse

Florence Nightingale Clinic
347 Oxford Street
Sydney, Australia
Telephone: 9631 0972
Email: jsimpson@hotmail.net.au

Judy Simpson is a nurse, and she's studying to be a child psychologist. She likes to help young children with their problems. Judy works long hours in the hospital, and she doesn't have a lot of free time.



Oscar Gutierrez is a travel agent. He works in a travel agency. Oscar organizes tours. His job is very exciting. He travels to many exotic places for his job. Oscar wants to have his own business one day.



Global Travel

Gutierrez



Quick Check

A. **Vocabulary.** Name the job.

1. helps customers on the phone ____
2. arranges trips ____
3. takes care of sick people ____
4. sells things to customers ____

B. **Comprehension.** Which people like their jobs? Which people want to change their jobs?

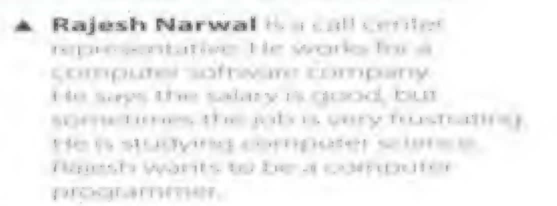
1. call center representative
2. travel agent
3. nurse
4. salesperson





TeleWorld
Rajesh Narwal
Customer Service

Trade Center Building, 17th Floor
Sankey Road, Bangalore, India
Telephone: 2521-6973
Email: customerservice@teleworld.com.in



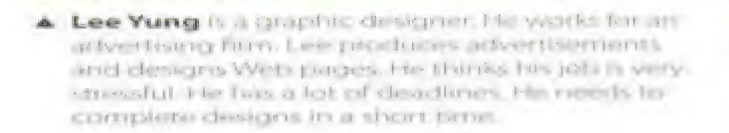
▲ **Rajesh Narwal** is a call center representative. He works for a computer software company. He says the salary is good, but sometimes the job is very frustrating. He is studying computer science. Rajesh wants to be a computer programmer.



CREATIVE SOLUTIONS

Lee Yung
Graphic Designer

253-54, Changchung-dong
Seoul, Korea 100-392
Telephone: 82-2-275-6784
Email: leeyung@creative.com.kr



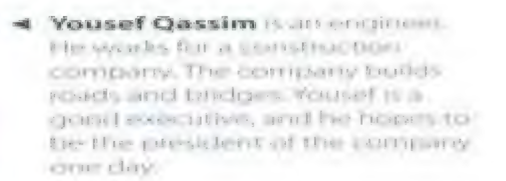
▲ **Lee Yung** is a graphic designer. He works for an advertising firm. Lee produces advertisements and designs Web pages. He thinks his job is very stressful. He has a lot of deadlines. He needs to complete designs in a short time.



CONSTRUMAX

Yousef Qassim
Civil Engineer

P.O. Box 3925
Riyadh, Saudi Arabia 18411
Telephone: 966-1-774-7874
Email: yousefqassim@construmax.com.sa



◄ **Yousef Qassim** is an engineer. He works for a construction company. The company builds roads and bridges. Yousef is a good executive, and he hopes to be the president of the company one day.

2 Pair Work

A. **Ask** and **answer** about the people's jobs.

- What does Lee Yung do?
- He's a graphic designer.



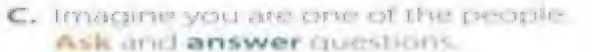
- Where does he work?
- He works in an advertising firm.

B. **Ask** and **answer** about the people's goals.

- What does Judy want to be?
- She wants to be a child psychologist. She likes to help children.



C. Imagine you are one of the people. **Ask** and **answer** questions.



- What do you do?
- I'm an engineer. I work for Construmax. We build roads and bridges.

3 Grammar

Simple Present Tense

Use the simple present to talk about things that are true in general or that happen all the time.

Affirmative (+)

I You We They	**work**	in a hospital.
He She	**works**	

Negative (–)

I You We They	**don't**	**work**	in a hospital.
He She	**doesn't**		

There is an *s* ending on verbs for the third person singular (for *he, she, it*).
Add *-es* for verbs that end in *s, x, ch,* or *sh*: *dresses, fixes, teaches, washes.*

Wh- Questions in the Simple Present

Q: Where does he/she work?
A: He/She works in a hospital.

Q: Where do you/they work?
A: I/They work in a hospital.

Q: What do you do?
A: I'm a salesperson.

What do you do? usually means "What's your job?"

Professions and Verbs
The names of many jobs are like the verbs.

a teacher—teaches
a player—plays
a designer—designs
a driver—drives
a translator—translates
a writer—writes

Noun Endings: *-er, -ist, -or*
Many names for people's jobs have these endings.

-er: driver, photographer, reporter, waiter
-ist: receptionist, scientist, dentist, journalist
-or: actor, director, doctor, translator

Verb *Want* + Infinitive

Q: What do you **want to be**?
A: I **want to be** an engineer.

Q: What does he **want to be**?
A: He **wants to be** a pilot.

A. Complete the sentences with the simple present tense of an appropriate verb. Also fill in the subject pronoun.

Fadwa is a teacher. __She__ __teaches__ in an elementary school.

1. My uncle is a writer. ________ ________ history books.
2. Omar and Ali are engineers. ________ ________ for a construction company.
3. Adnan is a bus driver. ________ ________ a bus for the city.
4. Fahd is a salesperson. ________ ________ computers.
5. Hameed is a journalist. ________ ________ for the city newspaper.

1. He writes
2. They work
3. He drives
4. He sells
5. He writes/works

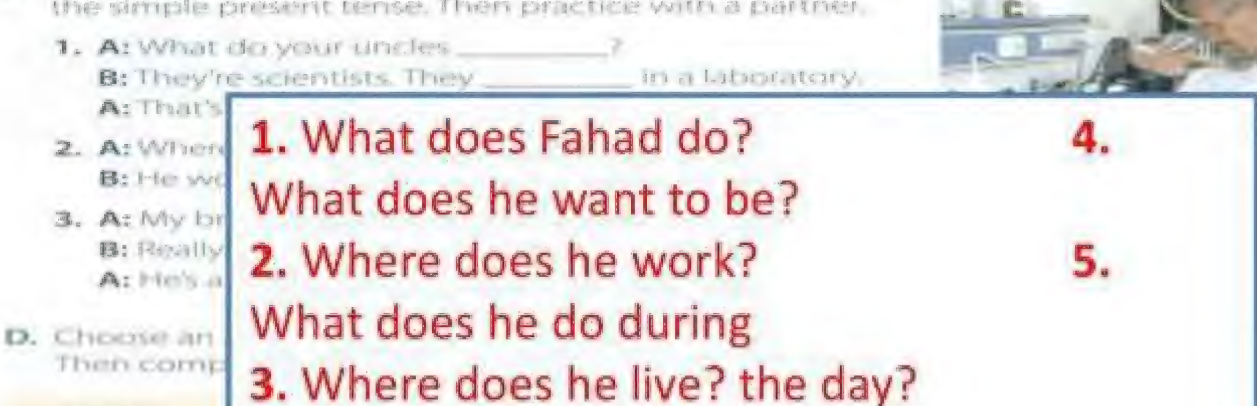


B. Write questions for the answers. Use *Wh-* questions.

1. ______________________? Fahad is a waiter.
2. ______________________? He works part-time in a restaurant.
3. ______________________? He lives at home with his parents.
4. ______________________? He wants to be a computer programmer.
5. ______________________? He goes to school during the day.

C. Complete the conversations with appropriate verbs in the simple present tense. Then practice with a partner.

1. A: What do your uncles __________?
   B: They're scientists. They __________ in a laboratory.
   A: That's
2. A: Wher
   B: He wo
3. A: My br
   B: Really
   A: He's a



1. What does Fahad do? 4. What does he want to be?
2. Where does he work? 5. What does he do during the day?
3. Where does he live?

D. Choose an ... ideas.
Then comp

easy	...	...ng	satisfying

1. teacher
2. flight at ... er



A: I think ...
B: Yes, but their job is very stressful. They have a lot of deadlines.

4 Listening



Raymond wants to be a lawyer. What does he say? Answer ***yes*** or ***no***.

1. _____ The job is interesting and exciting.
2. _____ A person doesn't need to be smart.
3. _____ The job is stressful.
4. _____ Raymond is a good speaker.
5. _____ He wants to be a lawyer for the money.
6. _____ Raymond's grandfather was a lawyer.

5 Pronunciation

Listen to the pronunciation of ***want + to***. Then practice.

I **want to** be a pilot.
I don't **want to** be a doctor.
What do you **want to** be?
Do you **want to** be a teacher?



6 Conversation 

Ross: What does your father do, David?

David: My dad's a pilot. He flies those huge airplanes. You know, the ones that can carry over five hundred passengers.

Ross: Wow! That's cool.

David: Yeah. I want to be a pilot just like my dad. What about your father? What does he do?

Ross: He's a writer. He writes for a sports magazine.

David: Do you want to be a writer, too?

Ross: No. I want to be a chemistry teacher. I love doing experiments, and I like teaching kids.

Your Ending

What is David's response?

1. Yeah, but teachers' salaries are low.
2. Those students can make you crazy.
3. The good side is that you get lots of vacations.
4. Your idea: ____________

Real Talk

You know = an expression used to explain

1. He's a pilot.
2. He wants to be a pilot.
3. He's a writer.
4.He wants to be a chemistry teacher. He loves doing experiments, and he likes teaching kids

About the Conversation

1. What does David's father do?
2. What does David want to be?
3. What does Ross's dad do?
4. What does Ross want to be? Why?

7 About You 

1. What do you think are interesting jobs? What's interesting about them?
2. What do you think are bad jobs? What's bad about them?
3. What do you want to be in the future? Why?



8 Reading

Before Reading

Look at the title and subtitles. What kind of jobs do you think the two people have?

My Kind of Job

Aboard a CRUISE SHIP

Martin Michaels has a university degree in public relations, and now he is a social director on a cruise ship. He visits many scenic ports and meets lots of fascinating people. Martin is a highly motivated, energetic, outgoing, and friendly person. On the ship, Martin works seven days a week, eight to fourteen hours a day. His job is to provide social activities for passengers. He is also responsible for ensuring that passengers have a positive view of the cruise line and its services. He helps to organize all kinds of events, such as sports activities and excursions at the ports they visit. Martin likes to work with the public, but one negative thing about the job is that crew members do not have any free time for themselves.



The World of Design and Comfort

Guy Legrand is a furniture designer. He creates comfortable modern furniture for a famous brand, and he plans the production and marketing of his creations. Guy specializes in living room and dining room furniture. He sketches his ideas, designs chairs and tables, selects materials and fabrics, supervises the making of the furniture, and arranges showings of his collections for buyers. He needs to be up to date with the latest trends, so he reads interior design magazines and attends trade shows. But he also uses his own imagination and his sense of style and fun for his designs.

After Reading

1. List the good and bad things about Martin's job.
2. Describe Guy's job.

1.The good things: He visits many scenic ports and meets lots
of fascinating people. Martin likes to work with the public.
The bad things: He works seven days a week, eight to fourteen
hours a day. He doesn't have any free time for himself.
2.He creates comfortable modern furniture for a famous brand, and plans production and marketing. He sketches his ideas, designs chairs and tables, selects materials and fabrics,
supervises the making of the furniture, and arranges showings
of his collections for buyers



9 Writing

Write about your dream job. Say what you want to be. Write about the good and bad things about the job.

1 Listen and Discuss


Which of the following pastimes are popular in your country?

Teens' Leisure Preferences

What do teens usually do in their free time? Here are some answers.

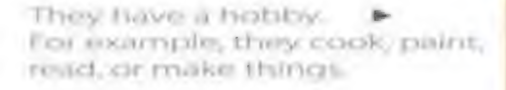

▲ They eat in food courts or restaurants.


▲ They hang out with friends. They just meet and talk.

They exercise. ► They play sports or work out.


▲ They travel and meet people.


◄ They play video games or board games.


They have a hobby. ► For example, they cook, paint, read, or make things.



How often do you play basketball, Ali?

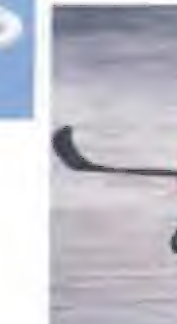
I usually practice three times a week. It's my favorite thing to do in my free time.







I like to play hockey. I know how to ice-skate very well. I usually go to the rink on weekends



What Teens Do Online

(Percentage of U.S. Internet users, ages 12–17)

Send or read emails	89%
Go to sites about TV shows, celebrities, or sports stars	84%
Play online games	81%
Get news or information about current events	76%
Send or receive text messages using a cell phone	68%
Buy things online, such as books, clothing, or gadgets	43%
Look for health, dieting, or physical fitness information	31%
Look for advice on personal problems	22%

Source: Pew Internet & American Life Project

Quick Check ✓

A. **Vocabulary.** Tick (✓) the activities you often do. Compare your answers with a partner.

B. **Comprehension.** Answer ***yes*** or ***no***.

1. ________ Ali often works out.
2. ________ Josh knows how to ice-skate.
3. ________ Teens seldom buy things online.
4. ________ Most teens are not interested in reading about current events.

1. yes **2.** yes **3.** no **4.** no

2 Pair Work

A. **Ask** and **answer** about teens' pastimes.

- Do most teens send emails?
- Yes, 89 percent of teens send emails.

- How often do teens eat out?
- They eat out frequently.

B. **Ask** and **answer** about yourself.

- What do you do in your free time?
- I like to paint. It's very relaxing.

- How often do you cook?
- I don't know how to cook.

B))

1. She takes a shower every day.
2. She makes her bed on Thursday(s) and Friday(s)/on weekends.
3. She studies French.
4. She takes classes on Saturday(s), Monday(s), and Wednesday(s).
5. She does her homework five times a week.
6. She draws and paints.
7. She does it four times a week.
8. She never cooks dinner, she never does homework, she never watches TV, and she never takes French classes on the weekend.
9. Yes, she does.
10. Yes, she does

A))

1. Sabah always takes a shower in the morning. / She takes a shower every day.
2. She makes her bed on the weekend/on Thursday(s) and Friday(s)/twice a week.
3. She does homework f ve times a week.
4. She cooks dinner twice a week. She sometimes cooks dinner.
5. She draws and paints four times a week. / She often draws and paints.
6. She watches TV once a week/on Wednesday(s). / She seldom watches TV.
7. She takes French classes three times a week/on Saturday(s), Monday(s), and Wednesday(s).

Sabah always takes a shower in the morning. / She

	Sunday	Monday	Tuesday				
take a shower	✓	✓	✓	✓	✓	✓	✓
make the bed						✓	✓
do homework	✓	✓	✓	✓	✓		
cook dinner		✓		✓			
draw and paint	✓		✓		✓		✓
watch TV					✓		✓
take French classes	✓		✓		✓		

B. Ask and answer questions about Sabah.

1. How often does she take a shower?
2. When does she make her bed?
3. What language does she study?
4. When does she take these classes?
5. How often does she do her homework?
6. What hobby does she have?
7. How many times a week does she do it?
8. What does she never do on the weekend?
9. Does she watch TV during the week?
10. Does she know how to cook?

C. Write about your usual activities. Then compare with your classmates.

Every Day	Three Times a Week	Twice a Week	Once a Week	Never



D. Ask your classmates how they spend their free time.

A: What's your favorite pastime?
B: Text messaging.
A: How often do you do it?
B: I do it all the time.







4 Listening

Listen to what Qassim and Fatima like to do in their free time. Answer ***yes*** or ***no***.

Qassim

1. _____ He goes indoor climbing every day.
2. _____ He knows how to climb very well.
3. _____ Qassim never climbs mountains.

Fatima

1. _____ Fatima usually cooks with Nura.
2. _____ She can cook well.
3. _____ Fatima's friends think that cooking is a creative hobby.

Chet Turner: **1.** no **2.** yes **3.** no
Melissa Bradley: **1.** yes **2.** yes **3.** yes

5 Pronunciation 

Listen to the reduction of ***do + you***. Then practice.

Do you exercise?
Do you play tennis?
Do you know how to cook?

When **do you** exercise?
Where **do you** play?
What **do you** cook?

6 Conversation 

Jason: What do you usually do in your free time?
Rick: I have an unusual hobby. I fly planes.
Jason: That sounds exciting. How often do you do it?
Rick: I normally do it on the weekend. I really like to do aerobatics.
Jason: You mean, you perform stunts and stuff like that?
Rick: Yeah.
Jason: Wow! But isn't it dangerous?
Rick: No, not at all. It's really very safe. You should come along to the flying club sometime.
Jason: Sure. I'd love to go up in the air with you.
Rick: Up in the air? I fly model airplanes.
Jason: Oh, I see. That *is* an unusual hobby.

1. He flies model airplanes.
2. He normally does it on the weekend.
3. Yes, he does.
4. He invites Jason to come along with him.
5. He thinks Rick flies planes

Real Talk

You mean, + statement = a way to confirm you
stuff like that = that kind of thing
You should come along. ..sometime = a way to
I see = I understand

About the Conversation

1. What's Rick's pastime?
2. How often does he do it?
3. Does he perform stunts?
4. What does he invite Jason to do?
5. What does Jason think Rick's hobby is at first?

Your Turn

Do a group survey.

1. Ask your classmates about their free-time activities.
2. Which activity comes first on your list?
3. Which activities are the most popular?
   List the activities in order of preference.

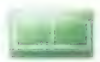
7 About You 

A. Talk about your favorite pastime.
   1. How often do you do it?
   2. Where do you do it?

B. Talk about your skills.

I know how to use a computer.



8 Reading 

Before Reading

Look at the photos. What do you know about this hobby?



Sky HIGH!

Aeromodeling is an exciting hobby. It attracts people of all ages. They all have one common interest—the love of flying small-sized airplanes. Most people no longer fly the old elastic-propelled planes. They no longer fly planes that are attached to two cables and that fly in circles around them. Nowadays, with the advances in technology, the big thing is radio-controlled airplanes. These models fly like real aircraft and are an aeromodeler's ultimate dream. People control the movement of the planes through radio signals. Aeromodels can even perform aerobatics in the sky!

Radio-controlled airplanes come in all shapes and sizes: from the Mini Flyer-plane with a wingspan of 9 inches (23 centimeters), to the huge passenger jet models with a 29 ½-foot (9-meter) wingspan. The price of the airplanes varies from $30 to several thousand dollars. There are different methods of propulsion, or ways to power the planes. These range from electric motors to expensive jet turbines.

Jet-powered models are sophisticated aircraft. Their engines sound like those of full-size jet planes. These jet models can travel at speeds of 236 miles (380 kilometers) per hour—that's more than the top speed of a Formula 1 race car. Jet models always attract large crowds at aeromodeling competitions. At these competitions, fliers usually do a series of actions with their planes, including launchings, landings, and doing maneuvers in the air.

Aeromodeling is a popular hobby all over the world. In the United States, for example, the Academy of Model Aeronautics has more than 170,000 members in 250 model airplane clubs. The organization advertises the great things about aeromodeling as a sport.

After Reading

Complete the chart with the information on aeromodels from the article.

Kinds of Aeromodels
elastic-propelled

Kinds of Aeromodels	Sizes	Prices	Kinds of Engines	Speeds
Elastic-propelled, planes attached to cables, radio-controlled, jet-powered	23 cm to 9 m	$30 to several thousand dollars	Electric motors to jet turbines	Up to 380 km per hour

9 Writing 

Write about your hobby c

1. How much time do I s
2. How often do I practic
3. What do I like about it?

1 Language Review



A. Write what the people in the jobs do.

A teacher teaches.

1. A driver ______
2. A translator ______
3. A manager ______
4. A writer ______
5. A st______
6. A sa______
7. A re______
8. A n______

1. drives a car or a bus
2. translates texts into another language
3. manages a store
4. writes books or magazine articles
5. studies in school or college
6. sells things to customers
7. reports the news for TV, radio, newspapers, and the Internet
8. takes care of sick people

B. Rewrite the sentences. Change ***can*** or ***can't*** to ...

I can swim very well.

I can't swim at all.

1. I can speak Spanish.
2. That student can't type.
3. Refaa can make her own clothes.
4. Farah can cook delicious Indian food.
5. Most of my friends can't play chess.

1. I know how to speak Spanish.
2. That student doesn't know how to type.
3. Refaa knows how to make her own clothes.
4. Farah knows how to cook delicious Indian food.
5. Most of my friends don't know how to play chess.

C. Look at the picture, and answer the questions.



Is the police officer wearing jeans?

1. Is the young man buying a burger?
2. Are the man and woman taking a bus?
3. Is the boy riding a bike?
4. Is the tourist reading a book?
5. Is the businessman sending an email?

1. No, he isn't. He's buying ice cream.
2. No, they aren't. They're taking a taxi.
3. No, he isn't. He's skateboarding.
4. No, he isn't. He's looking at a map.
5. No, he isn't. He's talking on the phone.



D. Complete the conversation. Then practice with a partner.

Fahd: What __________ (1. be) your favorite pastime?

Tom: Board games, I guess. I __________ (2. have) lots of them. But Scrabble is my favorite. __________ you __________ (3. know) how to __________ (4. play) it?

Fahd: No, I don't.

Tom: Well, it __________ (5. be) easy. I can __________ (6. teach) you some time.

Fahd: I __________ (7. prefer) something up-to-date, like video games. I think video games __________ (8. be) good for your mental health, and they __________ (9. be) a good way to get rid of stress.

Tom: Yeah, but some people __________ (10. become) addicted to video games. They __________ (11. play) for many hours at one time.

Fahd: Well, I __________ (12. know) people that play Scrabble for an entire afternoo[n]. Sometimes my friend Mike __________ (13. start) a game with friends after lu[nch] and he __________ (14. not finish) until dinner time.

1. is
2. have
3. Do / know
4. play
5. is
6. teach
7. prefer
8. are
9. are
10. become
11. play
12. know
13. starts
14. doesn't finish

E. Make questions for the answers.

1. ____?
That's Adnan. He's our neighbor.
2. ____?
My brother's a computer programmer.
3. ____?
Maha wakes up early every day.
4. ____?
I usually study in the evening, after school.
5. ____?
No, I can't cook. But I know some really good restaurants.

1. Who's that?
2. What does your brother do?
3. What does Maha do every day?
4. When do you study?
5. Do you know how to cook?

2 Reading

Before Reading

Look at the photos.
What do you think is happening?



LET THE GAMES BEGIN

Ask teenagers around the world how they love to spend their free time, and chances are they'll say video games. But no country can compare to South Korea for love of video games!

You walk around the COEX mall in Seoul on the weekend, and you look around. Teenagers are hanging out, people are shopping, families are eating in food courts, children are having fun . . . It's just like any other mall. And then you hear screams that are coming from the end of a corridor in the huge building. You walk in, and what do you see? Hundreds of young people are waving signs and chanting slogans. They are the fans of some of the nation's most famous sports stars, such as Lim-Yo-Hwan, Choi Yeon-Sung, and Suh-Ji-Houn. Their sport is something you don't normally find in the West. They are professional video gamers. People admire them for their skill in the science-fiction strategy game *StarCraft*. Next to these players is a panel of commentators and dozens of reporters. The players are not competing today. They are here for selection for a coming tournament.



There are two full-time video game television networks in Korea, and competitive gaming is one of the top televised sports. Thousands of fans attend the *StarCraft* tournament finals in stadiums.

But public video game areas aren't just for top players. South Korea has more than 20,000 public PC gaming rooms, or "bangs," which attract more than a million people a day. Video games are exciting and offer some real opportunities to solve problems and use strategic and critical thinking skills. Some parents actually encourage their children to play such video games as a way to relax, as an escape from academic pressure, and as a fun way to use brainpower.







1. d
2. e
3. b
4. a
5. c

After Reading

A. Match the words with the meanings.

1. _____ screams — a. to tell someone it's a good idea to do something
2. _____ tournament — b. group of TV stations
3. _____ network — c. stress
4. _____ encourage — d. shouting
5. _____ pressure — e. competition among a group of people

B. Answer the questions about the article.

1. What are people doing in the mall on the w
2. What can you hear in a part of the mall?
3. What are the fans doing?
4. Who are the sports stars?
5. What sport do they play?
6. Are they playing today?
7. Where are the tournament finals?
8. What is a "bang"?
9. What do some parents in South Korea think

1.Teenagers are hanging out, people are shopping, families are eating in food courts, and children are having fun.
2.There are screams coming from a part of the mall where people are playing video games.
3.They are waving signs and chanting slogans..
4. They are Lim-Yo-Hwan, Choi Yeon-Sung, and Suh-Ji-Houn..
5. They are professional video gamers.
6. No, they aren't.
7. They are in stadiums.
8. A "bang" is a public PC gaming room.
9.They encourage their children to play video games as a way
to relax, as an escape from academic pressure, and as a fun way to use brainpower.

Discussion

1. Discuss the good and bad things about video
2. Do you think video games are good or bad? Ex

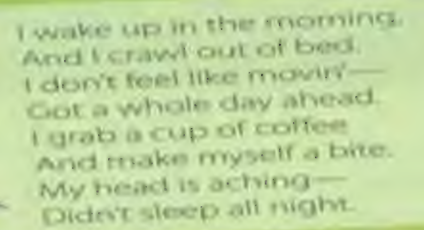
Writing

Write about your favorite game. Answer one or m

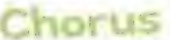
1. How do you play it? What are the rules?
2. What do you like about it?
3. How often do you play it? Are you good at the
4. What special skills do you need to play the game?

3 Chant Along

Just Another Day



I wake up in the morning,
And I crawl out of bed.
I don't feel like movin'—
Got a whole day ahead.
I grab a cup of coffee
And make myself a bite.
My head is aching—
Didn't sleep all night.



Chorus

It's just another working day.
Nothing in this job to look forward to.
I want to get away—
Get away from this strife
I got to do something,
Something good with my life.



The boss calls me in:
"You're not doing your share.
You don't fit in,
And you don't seem to care.
Get your act together.
I've had enough.
Just one more chance
Or you'll be laid off."

Chorus





It's six o'clock,
And it's time to go home—
Shut the laptop down
And hang up the phone.
I rush to the station
And stand on the train.
Tomorrow at eight
I'll be back again.



Chorus

1. e
2. d
3. f
4. b
5. a
6. c

Vocabulary

A. Match the words with the meanings.

1. _____ grab
2. _____ ache
3. _____ look forward to
4. _____ strife
5. _____ share
6. _____ rush

a. a part that rightly belongs to a person
b. difficulty
c. hurry
d. feel a pain
e. take into your hand quickly and firmly
f. think about something in the future with pleasure

B. Circle the correct meaning of each expression.

1. crawl out of bed (get up slowly / walk on your hands and knee
2. make myself a bite (bite yourself / make a snack for yourself)
3. you don't fit in (your clothes don't fit / you aren't part of the t
4. get your act together (wear more formal clothes / do a better job)
5. you'll be laid off (you'll lose your job / you'll be moved to a diff

1. get up slowly
2. make a snack for yourself
3. you aren't part of the team
4. do a better job
5. you'll lose your job

Comprehension

Answer the questions.

1. How does the man feel in the morning?
2. Is he looking forward to his day?
3. Does he eat breakfast?
4. Why is his head aching?
5. What does his boss complain about?
6. What time does he finish work?
7. What kind of day does he usually have?
8. What does he want to do with his life?

Disc

1. Wh
2. Wh
3. Do ... st?

1. He feels bad.
2. No, he isn't.
3. Yes, he does.
4. He didn't sleep all night.
5.He's not doing his share, he doesn't fi in, and he doesn't seem to care.
6. He fiishes work at six o'clock.
7. He usually has a bad day.
8. He wants to get away and do something good with his life.

4 Wr ... ct 

In you ... what you do every day. Write two in the ... like the chant about a typical ... Include a chorus.

5 Is There Any Ice Cream?

1 Listen and Discuss

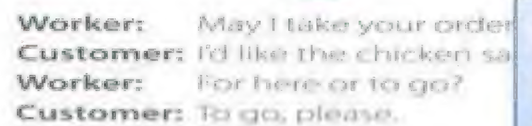
Look at the menu. Which of these foods do you like? Which foods don't you like?





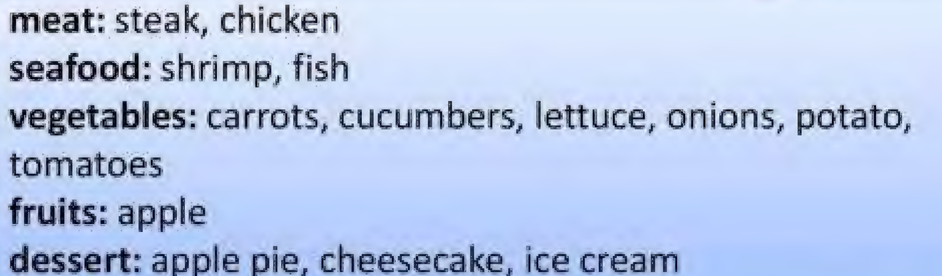
1

Worker: May I take your order
Customer: I'd like the chicken sa
Worker: For here or to go?
Customer: To go, please.



Quick Check ✓

A. **Vocabulary.** Put food words on
following categories:
meat, seafood, vegetables, fruits, dessert.

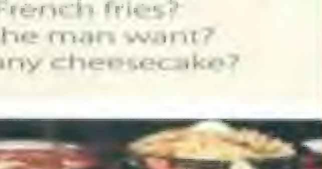


meat: steak, chicken
seafood: shrimp, fish
vegetables: carrots, cucumbers, lettuce, onions, potato, tomatoes
fruits: apple
dessert: apple pie, cheesecake, ice cream

B. **Comprehension.** Answer about the menu and photos.

1. What's the name of the restaurant on the menu?
2. Is there any ethnic food on the menu? What?
3. Do any dishes come with French fries?
4. What take-out food does the man want?
5. Does the restaurant have any cheesecake?

1. Sarah's Kitchen
2.Yes, there is steak Argentine style steamed Japanese style.
3. no
4. a chicken sandwich
5. no







2

- Is there any pie?
- Yes, there's some apple pie.
- Are there any chocolate cookies?
- Yes, please. / No, thank you.

3 Grammar

Count/Noncount Nouns

Count nouns name things that you can count: *one carrot, two carrots*, etc. They have singular and plural forms.

Singular Count Nouns	Plural Count Nouns
a burger	two burgers
an egg	three eggs

Noncount nouns name things that you can't count: *rice, tea*. They don't use *a/an*. They don't have plural forms. Some nouns can be count or noncount: *a salad* or *some salad*; *a soup* or *some soup*.

Expressions of Quantity: *Some / Any*

Use *some* in affirmative statements.
Use *any* in negative statements and in questions.
Use *some/any* with noncount nouns and with plural nouns.

Affirmative (+)	Negative (–)	Questions (?)
There is **some** juice.	There isn't **any** juice.	Is there **any** juice?
There are **some** fries.	There aren't **any** fries.	Are there **any** fries?

Sometimes *some* is used in questions for offers.
Do you want **some** pizza? How about **some** coffee?

Would Like

Use *would like* for preferences.

FYI I'd = I would

Q: What **would** you **like**? Q: **Would** you l

1. N	4. N	7. C
2. C	5. N	8. N
3. C	6. C	9. C

1. a / a	**4.** some / a	**7.** some
2. some	**5.** a **8.** a	
3. a / some	**6.** some / a	



A. Mark the nouns with **C** for count or **N** for noncount.

1. _____ ice cream
2. _____ potatoes
3. _____ eggs
4. _____ cheese
5. _____ chocolate
6. _____ vegetables
7. _____ sandwiches
8. _____ juice
9. _____ tomatoes

B. Complete the sentences. Use *a* or *some*.

1. I'd like _________ cheese sandwich and _________ soft drink.
2. Would you like _________ French fries with your steak?
3. I want _________ burger with _________ onions.
4. Can I have _________ chicken and _________ green salad?
5. I'd like _________ piece of cheesecake for dessert.
6. I'd like _________ eggs and _________ cup of coffee.
7. How about _________ turkey sandwiches for lunch?
8. I'm thirsty. May I have _________ glass of water?



1. Order **3.** some **5.** any **7.** some
2. would / like **4.** any **6.** some (any)

C. Complete the conversation. Use ***some, any, order,*** and ***would like***. You can use the words more than once. Then practice with a partner.

Omar: Is this Gino's Italian restaurant?
Tony: Yes, it is. This is Tony speaking. How can I help you?
Omar: I want to (1.) ________ some food for delivery.
Tony: What (2.) ________ you ________?
Omar: I'd like (3.) ________ minestrone soup and the lasagna bolognese. Do you have (4.) ________ apple juice?
Tony: Sorry, we don't have (5.) ________ juice. Would you like (6.) ________ coffee?
Omar: Yes, please. Two cups of hot coffee.
Tony: Anything else?
Omar: Yes. Don't forget to include (7.) ________ garlic bread. It's so delicious!







4 Writing

Write an order for a meal you would like.

5 Listening

Listen and mark what Hameed and Aisha order for lunch.



6 Pronunciation



Listen to the pronunciation of the plural endings. Then practice.

/s/	/z/	/əz/
drink**s**	egg**s**	juic**es**
dessert**s**	vegetabl**es**	sandwich**es**
cup**s**	fri**es**	dish**es**

7 Conversation

Server: Are you ready to order?
Brandon: Yes, please. I'd like to start with an appetizer. Do you have any calamari?
Server: I'm afraid we don't have any, but we have some great grilled shrimp.
Brandon: How big are they?
Server: Oh, they're giant, sir.
Brandon: OK. I'll have them.
Server: And what would you like for your entrée?
Brandon: Let me see. I'll have the steak. What does it come with?
Server: It comes with a baked potato or a salad.
Brandon: The salad, please.
Server: How do you want your steak?
Brandon: Medium rare.
Server: Anything to drink?
Brandon: Some water. No ice, please.

. . .

Server: Here are your shrimp, sir. Enjoy!

Real Talk

Let me see. = I want to think. This is a way to have more time to answer.
I'll have. . . = I want, when ordering food

Your Ending



What's Brandon's response?

1. These are your large shrimp?
2. If these are giant shrimp, imagine the small ones!
3. How big is my steak?

About the Conversation

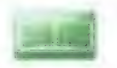
1. What does Brandon want as an appetizer?
2. What does he order as a main dish?
3. What does he want with his steak?
4. What would he like to drink?
5. Does he ask for any dessert?

1. He wants some calamari.
2. He orders the steak.
3. He wants the salad.
4. He would like some water (with no ice).
5. No, he doesn't.

8 About You 

1. Do you like to eat out?
2. What kind of ethnic restaurants are there in your town?
3. Do you like to try different kinds of foods?
4. What foods do you like best?
5. What are the most popular foods in your country?



9 Reading 

Before Reading

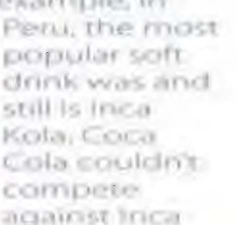
What do you know about international foods? Discuss in a group.

Globalization of Foods

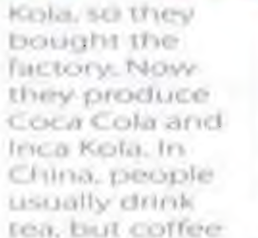
International fast-food chains are becoming more and more popular everywhere! You can have burgers, sandwiches, pizza, ice cream, coffee, and soft drinks in restaurants in the Americas, Europe, and Asia. In general, pizza in New York tastes more or less like a pizza in Italy or Hong Kong. However, there are some changes in the food according to the tastes and culture of the different countries. For example, in Japan, you can get a shrimp burger at McDonald's, and in KSA, the McArabia sandwich with chicken or beef is very popular.

Some famous brands had difficulty when they first entered certain countries. For example, in

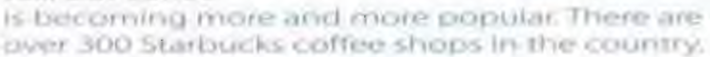




Peru, the most popular soft drink was and still is Inca Kola. Coca Cola couldn't compete against Inca



Kola, so they bought the factory. Now they produce Coca Cola and Inca Kola. In China, people usually drink tea, but coffee



is becoming more and more popular. There are over 300 Starbucks coffee shops in the country.

In the past, most ethnic foods were just local. Nowadays with globalization, ethnic foods are also becoming popular everywhere. Pizza is originally from Italy, but today there are about 69,000 pizzerias in the U.S., and the number is growing. Asian food is found in food courts everywhere. And one of the most popular Middle Eastern foods around the world is shawarma, which is sometimes also called doner.

After Reading

1. What are some foods you can have in restau[rants] all over the world?
2. Is pizza similar in Italy and New York?
3. What is the most popular soft drink in Peru?
4. Is Starbucks successful in China?
5. What is another name for shawarma?

1. burgers, sandwiches, pizza, ice cream, coffee, ar soft drinks
2. Yes, more or less.
3. Inca Kola
4. Yes, it is.
5. doner



10 Project

Make a typical menu from your country. Include food for breakfast, lunch, and dinner.

What Was It Like?

1 Listen and Discuss

Here is a list of museum exhibits in a city. Which ones interest you? Why?

THE "*WHAT'S ON?*" MUSEUM GUIDE

Pick the dates you would like to see the exhibit.
Search for tickets by date range (MM-DD-YYYY).

Search | Start Over

- About Us
- Exhibits
- Galleries
- Museums
- Sights
- Tours

MUSEUM OF CONTEMPORARY ART

THE WORLD OF MIRÓ

Temporary exhibit of works by the Spanish artist

May 3 – July 29
10 A.M. – 6 P.M.
Closed Saturdays
Tickets: $5
Students free

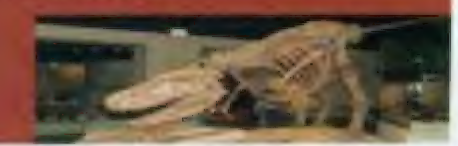


MUSEUM OF NATURAL HISTORY

THE JURASSIC EXPERIENCE

JOURNEY THROUGH TIME AND COME FACE-TO-FACE WITH A GIANT TYRANNOSAURUS REX

Hours
Open daily
10 A.M – 5 P.M
Admission
$6, $8, $11



ISLAMIC HERITAGE MUSEUM

ART OF THE PEN: ARABIC CALLIGRAPHY

Admire the beautiful art of Arabic calligraphy and Holy Qur'anic verse

June 1 – August 15
Hours: 9 A.M. – 8 P.M.
Closed Sundays
Special discount for school groups

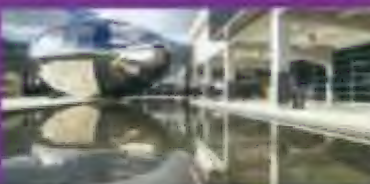


MUSEUM OF SCIENCE AND TECHNOLOGY

THE SKY'S NOT THE LIMIT

Discover technology: past — present — future
Go on a safari through space

Museum
9 A.M. to 7 P.M.
Planetarium shows
6 P.M. and 7 P.M.
Schools only
11 A.M.



What did you do on the weekend, Mike?

I went to the Science Museum.

What was it like?

It was amazing!

OLD AND NEW TECHNOLOGY



NAVIGATION
Learn how navigators traveled the oceans



TRANSPORTATION
Visit our vintage car and plane collection



AERONAUTICS
See an original space shuttle



ELECTRICITY
Discover how electric currents work



ROBOTICS
Shake h... a movin...



PLANETARIUM

The World of Miró, Art of the Pen: Arabic Calligraphy, and perhaps the Natural History Museum

Quick Check ✓

A. **Vocabulary.** Mark the exhibits that have student discounts.

B. **Comprehension.** Answer the questions about the museums.

1. Where can you see dinosaurs?
2. Where can you learn about calligraphy?
3. Where did Mike go on the weekend?
4. What was the Science Museum like?

A. **Ask** and **answer**

What kind of museum do you prefer?

1. You can see dinosaurs at the Museum of Natural History.
2.You can learn about calligraphy at the Islamic Heritage Museum.
3. He went to the Science Museum.
4. It was amazing



3 Grammar

Simple Past Tense: *be*

I He She	**was**	at home.	We You They	**were**	at home.

Information Questions (?)	Affirmative (+)	Negative (–)
How **was** the museum tour?	It **was** good.	It **wasn't** good.
How **was** the guide?	He/She **was** great.	He/She **wasn't** great.
What **were** the exhibits like?	They **were** very good.	They **weren't** very good.

Yes-No Questions (?)	Short Answers (+)	Short Answers (–)
Was the game exciting?	Yes, it **was**.	No, it **wasn't**.
Were the players good?	Yes, they **were**.	No, they **weren't**.

Simple Past Tense: Regular and Irregular Verbs

Information Questions (?)	Affirmative (+)	Negative (–)
What **did** you **do** last weekend?	I **stayed** home.	I **didn't stay** home.
Where **did** they **go** on Thursday?	They **went** to the beach.	They **didn't go** to the beach.

Yes-No Questions (?)	Short Answers (+)	Short Answers (–)
Did you/he/they **like** the museum?	Yes, I/he/they **did**.	No, I/he/they **didn't**.

Regular past tense verbs end in *-ed* in the affirmative. Most English verbs are regular.

Irregular Past Forms

buy—**bought** eat—**ate**	go—**went**	meet—**met**	swim—**swam**
	ave—**had**	ride—**rode**	take—**took**
	now—**knew**	see—**saw**	win—**won**
	ave—**left**	sleep—**slept**	write—**wrote**
	ake—**made**	spend—**spent**	

1. was / was / were
2. were / was / was / was / was
3. was / was / were

83.

st tense of *be*. Then practice with a partner.

1. **A:** Where _________ the football game?
   B: It _________ at Prince Stadium.
   A: Which team won?
   B: The Falcons. They really _________ much better.
2. **A:** Where _________ you on Thursday night?
   B: I _________ at a restaurant.
   A: What _________ the food like?
   B: It _________ Indian. It _________ delicious.
3. **A:** How _________ the exhibit?
   B: It _________ very interesting. But the lines to get in _________ very long.





1. did / go **2.** went **3.** Were **4.** was **5.** Did / play **6.** played **7.** Did / win **8.** won

B. Complete the conversation. Use the past tense of the verbs in parentheses. Then practice with a partner.

Fahd: Where ________ you ________ (1. go) yesterday?
Imad: I ________ (2. go) to the Falcons' football game.
Fahd: ________ (3. be) there many people?
Imad: Yes. It ________ (4. be) very crowded.
Fahd: ________ the Falcons ________ (5. play) well?
Imad: Yes, the team ________ (6. play) a fantastic game.
Fahd: ________ they ________ (7. win) the game?
Imad: Yes. They ________ (8. win) by two goals!

PRINCE STADIUM
FALCONS vs. STARS

C. Complete the paragraph. Use the past tense of the verbs in parentheses.

Last night the first episode of the series *Back to the Past* ________ (1. be) on Channel 5. It's an interesting science fiction series about a scientist, Professor Sparks, and his fantastic time machine. He ________ (2. want) to travel to the future, but something ________ (3. happen), and he ________ (4. go) back to the age of the dinosaurs. At first, the professor ________ (5. be) very excited. It ________ (6. be) an opportunity for him to study the Jurassic Period. Then Sparks ________ (7. see) that he ________ (8. not have) any food. He ________ (9. not know) how to hunt, to fish, or to make a fire. But he ________ (10. have) a Swiss Army knife, a box of matches, and ... his brains. What ________ he ________ (11. do)? What do you think?

1. was **2.** wanted **3.** happened **4.** went **5.** was **6.** was **7.** saw **8.** didn't have **9.** didn't know **10.** had **11.** did / do

4 Listenin...

Listen to the radio...

Did the reporter ...		
1. the football game?		
2. the restaurant?		
3. the modern art exhibit?		
4. the new shopping mall?		

1. bad 2. bad 3. bad 4. good

5 Pronunciation

Listen to the pronunciation of the past tense endings. Then practice.

/t/	/d/	/id/
liked	played	visited
missed	happened	needed
watched	jogged	invited

6 Writing



Write about an interesting museum, exhibit, or sports game that you attended.

7 Conversation



Majid: Where were you last night? I called you several times and left messages on your voice mail.

Walid: I was at home studying, and my cell phone was turned off.

Majid: That's too bad. I had invitations for the opening of *Vesuvius*, the new Italian pizzeria.

Walid: You did? Oh, I heard about it. What was it like?

Majid: Fantastic! The place is really awesome. It was like the inside of a volcano. The walls and the floor were red, and the lights made them look like they were red hot lava. The service was great. There were over 25 pizzas on the menu, and the Red Hot Volcano special was out of this world!

Walid: I'm so sorry I missed it. Maybe we can go next weekend.

Majid: Yeah, you can invite me anytime!

Real Talk

That's too bad. = an expression to show you're sorry about what the speaker said
You did? = a short question, used here to express surprise
out of this world = an expression used to say that something is very good

About the Conversation

1. Where was Walid?
2. Why didn't he get Majid's messages?
3. Why did Majid call him?
4. What was the restaurant like?
5. What was the service like?
6. Does Majid want to go back?

1. He was at home studying.
2. His cell phone was turned off
3. He had invitations for the opening of the new pizzeria.
4. It was fantastic.
5. It was great.
6. Yes, he does

8 About You

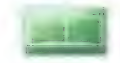


1. Did you ever go to an interesting museum? What was it like?
2. Did you ever go to a sports game? What was it like?
3. Did you ever see an interesting film on TV? What was it about?
4. Did you ever eat at a nice restaurant? What was it like?
5. What events are going on in your town this weekend?





9 Reading



Before Reading

What do you know about calligraphy? Can you write calligraphy?

ART OF THE PEN: ARABIC CALLIGRAPHY



This summer, the Islamic Heritage Museum is proud to present a special exhibit called *Art of the Pen: Arabic Calligraphy*. Admire the beautiful art of Arabic calligraphy and Holy Qur'anic verse. Learn about the history of calligraphy and its development.

Calligraphy and the Holy Qur'an

The word *calligraphy* means "beautiful writing." Arabic calligraphy has beautiful lines and shapes. But the true beauty of calligraphy is that it is used to write the holy words of the Qur'an. That is how and why the art of Arabic calligraphy started.

The first Arabic system of writing (script) was very simple. Then, with the coming of Islam, the Prophet Mohammed, peace be upon him, needed a more expressive form of writing to communicate Allah's words in the Holy Qur'an. It was important to have a clear script that all the people of Islam could easily read and understand.

Styles

Today, there are six main styles of Arabic calligraphy. One of the oldest styles is *Kufic* script. It has straight, geometric letters that make it easy to cut into wood or stone. This is the script calligraphers used to write the first copies of the Holy Qur'an.

The other main styles are cursive and have connecting letters. *Thuluth* is a long and elegant script that is often used to write the headings of *surahs*, Holy Qur'anic chapters. It is also the script of the Saudi Arabian flag. *Naskh* and *Ruq'ah* are popular scripts that are common in printing and handwriting. They are generally smaller and easier to read and write. ... means "hanging," is an o... that is sometimes used in ... very decorative style from ... that is often seen on gree...

After Reading

1. What is so beautiful about calligraphy?
2. Why did the Prophet Mohammed, peace be u... need a clear system of writing?
3. How is *Kufic* script different from cursive script...
4. Where can you see examples of *Thuluth* script...

1. It is used to write the holy words of the Qur'an.
2.It was important to have a clear script that all the people of
Islam could easily read and understand.
3. *Kuf c* script has straight, geometric letters that are not connected.
4. *Thuluth* is often used to write the headings of *surah*, and it is the
script on the Saudi Arabian f ag

10 Project

Check on the events in your town. Choose one, and make a brochure about it. Present your brochure to the class.

Why are you so happy?

Because I just got my driver's license.

Feelings


happy


sad


tired


sleepy


angry


worried


nervous


scared

Quick Check

1. d 2. c 3. b 4. a

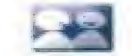
A. Vocabulary. Match the

1. ____ witness — a. hurt from an accident
2. ____ insurance — b. where two roads cross
3. ____ intersection — c. payment for costs of an accident
4. ____ injury — d. someone who saw an event

B. Comprehension. Answer the questions. Use the information from the police officer and in the police report.

1. When did the accident happen?
2. Did the car stop at the stop sign?
3. Were there any injuries?
4. Was it the SUV driver's fault?
5. How many accidents happened at this corner this week?

2 Pair Work



A. **Ask** and **answer** about the accident.

- Why was the witness relieved?
- Because no one was hurt.
- What happened?

1. It happened at around 3:15 in the afternoon.
2. No, it didn't.
3. No, there weren't.
4. No, it wasn't.
5. Three accidents happened this week

3 Grammar



There Was / There Were

Singular

There was an accident. (+)
There wasn't a traffic light. (–)

Plural

There were three accidents this week. (+)
There weren't many cars in the street. (–)

Why / Because

Q: **Why** are you worried?
A: **Because** I have a test tomorrow.

Q: **Why** did the driver start to shout?
A: **Because** he was angry.

Adverb: *Ago*

They saw Ahmed in his office 10 minutes **ago**.

Pronouns: *Someone, No One, Nothing, Anything*

Someone helped the driver get out of the car.
Fortunately, **no one** was hurt in the accident.
And **nothing** was wrong with the car.

Did you hear **anything**?
I didn't hear **any**

1. A: Why are the boys worried?
B: Because they broke the window.
2. A: Why is Nawal angry?
B: Because her sister ate her sandwich.
3. A: Why are the parents sad?
B: Because their son is leaving home.
4. A: Why is the offir surprised?
B: Because the boy isn't hurt

A. Work with a partner. Ask and answer.

A: Why are the fans happy?
B: Because their team won the game.



fans / happy



1. boys / worried



2. Nawal / angry



3. parents / sad



4. officer / surprised



1. was 4. there was 7. there weren't
2. saw 5. hit 8. wasn't
3. didn't see 6. crashed 9. there was



B. Complete the report

PD **Witness Report**

I ________ (1. be) across the road, and I ________ (2. see) what happened. The young man in the car ________ (3. not see) that ________ (4. there be) a stop sign on the corner because he was on his cell phone. He was surprised when the truck ________ (5. hit) him. His car ________ (6. crash) into a newsstand. Fortunately, ________ (7. there not be) many people in the street at the time. Mr. Raffi, the owner of the newsstand, was nervous and upset, but he ________ (8. not be) hurt. Two weeks ago, ________ (9. there be) another accident in the same place between a motorcycle and a taxi.

Signature: Ryan McNeal

C. Write your answers. Use ***ago***. Then share answers with a partner.

When did you last read a good book? I last read a good book two weeks ago on vacation.

1. When did you last see a good exhibit? ________
2. When did you first use a computer? ________
3. When did you last eat a delicious meal? ________
4. When did you last go shopping? ________

D. Complete the sentences. Use ***someone, no one, nothing,*** or ***anything***.

1. I was there, but I didn't see ________.
2. ________ can say that I didn't try. I worked hard.
3. Can ________ please help me?!
4. Why are you angry? I did ________ wrong.
5. I'm surprised ________ heard the loud crash.
6. The children are bored because there's ________ to do here.

1. anything 3. someone 5. no one
2. No one 4. nothing 6. nothing



4 Listening

Answer ***yes*** or ***no*** about the accident.

Harry Skinner
1. ____ The light was green for the truck.
2. ____ The truck hit the bus.
3. ____ No one was injured.
4. ____ In the end, everyone was OK.

Jill Black
1. ____ The light was green for the truck.
2. ____ The truck hit the bus.
3. ____ No one was injured.
4. ____ In the end, Jill is worried.

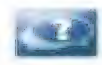
Harry Skinner: 1. no **2.** yes **3.** yes **4.** yes
Jill Black: 1. yes **2.** yes **3.** yes **4.** yes

I'm **h**appy for you.
Are you **h**urt?
Is **h**e **h**ungry?




6 Writing

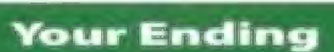
Write your own witness report about an accident you saw or heard about. Use exercise **B** at the top of the page to help you.

7 Conversation 

Daughter: Mom, can I talk to you?
Mother: I'm busy right now.
Daughter: It'll only take a minute.
Mother: OK. What's up?
Daughter: Well, I have some good news and some bad news. Which one do you want to hear first?
Mother: Give me the good news.
Daughter: I got an A on my history report.
Mother: That's great. And what's the bad news?
Daughter: Now don't be angry, Mom. Don't lose your cool, please. The thing is, I broke the washing machine. There's soap and water everywhere!
Mother: You did what?

Real Talk

It'll only take a minute. = It's going to be very quick.
What's up? = What's happening?
Don't lose your cool = Don't get angry
The thing is = The problem is



What is the daughter's reply?

1. Don't worry. I'll clean up the mess.
2. It wasn't my fault.
3. You need a new one, don't you?
4. Your idea: ____________

About the Conversation

1. What does the daughter want?
2. Why can't her mom talk to her?
3. What is the good news?
4. What is the bad news?

1. She wants to talk to her mother.
2. She's busy.
3. The daughter got an A on her history report.
4. The daughter broke the washing machine.

8 About You 

1. Were you ever in an accident? Or do you know anyone who was in an accident?
2. How long ago was it?
3. What happened? Was anyone hurt?
4. How did you or the person you know feel after?



9 Reading

Before Reading

What does it mean to be "cool"? Discuss with a partner what things you can do to be cool.

So You Want to Be COOL

Are you worried about your clothes?
Are you nervous because you have to speak in front of the class?
Are you sad because someone said something bad about you?
Are you unhappy because you don't have many friends?
***Teenage Express* magazine offers some ideas on how to be cool.**

- Think of your good qualities. List them. You're going to find that you have a lot of them!
- Take care of your appearance and your clothes. Keep your hair clean and well-groomed. Your clothes don't have to be expensive. They just have to look nice. Sometimes a comfortable, classic look is better than the latest extreme style.
- Compliment people and smile a lot. Meet new people and be friendly to them. Don't be shy. If you want to meet someone, go ahead and introduce yourself. People usually like an outgoing person.
- Be very nice to everyone. But if someone bothers you, defend yourself and say what you think. Never let anyone bring you down. Stand up for yourself.
- Ignore negative things people say about you. Be confident in who you are.
- Be yourself at all times, because trying to be someone else is not good. Being cool doesn't mean being someone you are not.
- Being cool does not mean being silly or stupid. So study hard and be smart. Learn useful information about a lot of topics. Your friends are going to respect and admire you for that.
- Be proud of your qualities and who you are. Remember, being cool is mostly a matter of attitude.

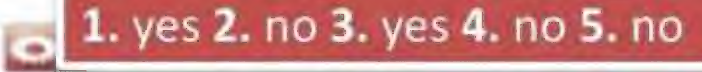
After Reading

Answer ***yes*** or ***no***. Being cool means:

1. _______ not worrying about what others think of you.
2. _______ wearing the latest fashion in clothes.
3. _______ being friendly and sociable.
4. _______ not saying what you think.
5. _______ not studying and not doing well in school.

Discussion

Which of the above things did you do in the past to be cool? What happened?



10 Project

Take a survey. Find out from your classmates or friends the things that make them happy, sad, scared, nervous, etc. Which things come at the top of the list?

What's Wrong?

1 Listen and Discuss

1. What are the most common illnesses you know about?
2. What do you think happened to the boys on their school trip to the zoo? What happened to the girls on their school trip to the museum?

THE Bad SCHOOL TRIP



Name: Sam
Illness: cold
Symptoms: sneezing, watery eyes


Name: George
Illness: headache
Symptoms: head hurts

AAAAATCHOOOOOOO


Name: Charles
Illness: cough
Symptoms: sore chest, long periods of coughing


Name: Peter
Illness: stomachache
Symptoms: diarrhea, vomiting


Name: Michael
Illness: earache
Symptoms: pain in the ear


Name: Sarah
Illness: flu
Symptoms: fever, runny nose


Name: Maria
Illness: sore throat
Symptoms: pain in the throat


Name: Sonia
Illness: toothache
Symptoms: tooth aches



Doctor, I feel sick. I have an awful headache, and I have a high temperature. What's wrong with me?

I think you have the flu. You should drink a lot of liquids. And you shouldn't go out. You should stay in bed and rest.

FYI A normal body temperature is 98.6°F (37.0°C).

Quick Check ✓

A. **Vocabulary.** Relate body parts to illnesses.

nose — runny nose, cold, sneezing

B. **Comprehension.** Answer *yes* or *no*.

1. ______ Sarah has a high temperature.
2. ______ Maria's throat is sore.
3. ______ Peter's stomach hurts.
4. ______ The patient at the doctor's office doesn't have a fever.
5. ______ The doctor says the patient should stay at home.

head — headache, fever
eyes — watery eyes, cold
mouth — toothache
throat — sore throat
ear — earache
stomach — stomachache, diarrhea, vomiting
chest — cough

What's the matter? / What's wrong?
I have a stomachache.
You should take some medicine.

What do you do when you have a cold?
I usually take some aspirin.

1. yes **2.** yes **3.** yes **4.** no **5.** yes

3 Grammar

Should/Shouldn't

Use *should/shouldn't* to give and ask for advice.

Q: What **should** I do about my bad grades?
A: You **should** study more.

Q: What **should** I do when I have a stomachache?
A: You sh

Clauses with *When*

Q: What do you do **when** you have a cold?
A: I usually take some aspirin.

Q: What
A: I staye

1. A: How do you feel when you exercise?
B: I feel great.
2. A: How do you feel when you eat a lot?
B: I feel sleepy.
3. A: How do you feel when you see or hear bad news on TV?
B: I feel afraid and worried.

A. Work with a partner. Ask and answer the questions with
Use the words in the box.

A: How do you feel when you lose something?
B: I feel angry and nervous.

afraid	excited	happy	nervous	sleepy	tired
angry	fine/OK	hot	relaxed	strong	weak
bad	glad	hungry	sad	terrible	wonderful
bored	great	ill	sick	thirsty	worried

How do you feel when . . .?

1. you exercise?
2. you eat a lot?
3. you see or hear bad news on TV?
4. you are not prepared for a test?
5. you have nothing to do?
6. you need to go to the dentist?
7. you see a sad film on TV?
8. you don't sleep well?
9. you do well on a test?
10. you need to make an excuse?
11. you travel by plane?
12. you need to say goodbye to a friend?

B. Now tell your partner what you do in the situations in exercise **A**.

When I lose something, I look and look for it.

When I exercise, I usually drink a lot of water.

C. Work with a partner. Ask and answer questions. Use the adjectives in the box in exercise **A**.

A: I'm really angry.
B: Why?
A: Because I lost my keys.



D. Match the problem with the advice. Then practice with a partner.

A: I have a temperature.
B: You should take some medicine.

Problem

1. ____ I have a headache.
2. ____ We're very tired.
3. ____ Mariam has a stomachache.
4. ____ Ahmed has a toothache.
5. ____ The children have a sore throat.
6. ____ Faisal is afraid of shots.

Advice

a. You should take a rest.
b. He should go to the dentist.
c. He should take some pills instead.
d. You should take some aspirin.
e. She shouldn't eat anything right now.
f. They should drink warm liquids.

1. d **4.** b
2. a **5.** f
3. e **6.** c

4 Listening

Listen to what is wrong with the person. Write the number next to the correct photo. Write the name of the illness next to the number.



a. ____________________



b. ____________________



c. ____________________



d. 1 backache



e. ____________________

a. 5 / cold
b. 2 / stomachache
c. 4 / toothache
d. 1 / backache
e. 3 / sore throat

5 Pronunciation

Listen to the initial consonant blends wit

sneeze **st**omach **sw**allow

6 Conversation 





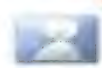
Omar: Hi, Bud. What's the matter? You don't look well.
Bud: Man, I feel terrible. I have a stomachache, and I feel like vomiting.
Omar: You should see a doctor.
Bud: I just did. He gave me a prescription for some medicine and said I should have only tea, toast, rice, and things like that for a while. It's probably something I ate.
Omar: What did you eat?
Bud: Nothing much. I ate dinn eat buffet. I had seafood, and for dessert, I had puc cream and chocolate fuc Oh, the thought of food
Omar: That's a shame! I wanted out for dinner.

Real Talk

I just did. = I did that a short time ago.
and things like that = and similar things (a way to give examples without naming lots of things)
Nothing much. = Not a great amount.

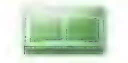
About the Conversation

1. He feels terrible.
2. He has a stomachache, and he feels like vomiting.
3.He should take some medicine and have only tea, toast, rice, and things like that for a while.
4. He wanted to invite Bud to go out for dinner.

7 About You 

1. Are you usually a healthy person?
2. When were you last ill?
3. What was the matter with you?
4. What did you do for the problem?
5. What do you do to keep healthy?



8 Reading 

Before Reading

What do you know about the common cold and the flu?

Atchoo! Is It a Cold or the Flu?

When your nose is blocked, your eyes are watery, your throat is sore, you are coughing and sneezing constantly, and you are shivering, then you have influenza, or the flu. Or is it just a common cold? The symptoms of both a cold and the flu are very similar, and very often the two illnesses are confused.

People get both illnesses in more or less the same way. A person sneezing or coughing transmits the infection through the air. Sometimes people with the virus wipe their noses or eyes with their fingers, and then touch objects around them, such as a doorknob, a telephone, a keyboard, or any other everyday object. Other people come into contact with these items with viruses on them, and pick up the viruses that way.

Colds usually last for five to seven days and are caused by viruses. The body's own defense mechanisms need to fight the viruses. Unfortunately, there are more than 80 different constantly mutating rhinoviruses. So vaccination against colds is impossible. Medicines provide temporary relief from symptoms, but they cannot cure the cold.

The flu has the same symptoms as the traditional cold. Additional symptoms are a high fever and severe muscle aches and pains. The effects of the flu can also be far more serious. It can cause pneumonia and kill its victims. In the past, the flu killed more people than any other viral disease. For example, 20 million people of all ages died in the 1919 flu epidemic. It actually affected younger people more than old because their bodies didn't have defenses against the virus. Nowadays, there are vaccines for the flu that
Unfortunately, new viruse

After Reading

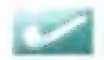
1. Write three things that are the same about colds an
2. How is the flu different from colds?

1. YOUR nose is blocked; your eyes are watery; your throa
sore;
you are coughing and sneezing constantly; you are shiveri
2.*Sample answer:* When people have the f u, they can hav
a high
fever and severe muscle aches and pains. The f u can caus
pneumonia and kill its victims. There are vaccines for the f
but
not for colds.

9 Writing 

What do you do when you have the flu? Write about it.

EXPANSION Units 5–8

1 Language Review 

A. How good is your memory? Answer the following questions about your past. Write complete sentences.

1. Who was your first-grade teacher? ____________________
2. Who were your best friends in primary school? ____________________
3. What was the first book you read? ____________________
4. When was the last time you ate in a restaurant? What did you eat? ____________________
5. How long ago did you have a haircut? ____________________
6. What did you have for breakfast yesterday? ____________________

B. Complete the conversations.

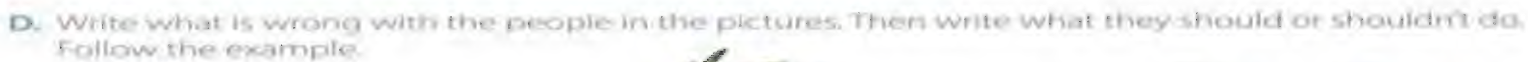
1. **A:** Why don't you have __________ chicken?
   B: No, thank you. I __________ eat meat. I'm
2. **A:** How about __________ seafood? The shri
   B: I can't eat __________ seafood. I get red sp
   body __________ I eat shrimp.
3. **A:** __________ you like some dessert?
   B: Yes, good idea. Do you have __________ fruit?
   A: No, we don't have __________. __________ about a piece of chocolate cake?
   B: I'm on a diet. I'm trying to __________ weight.

1. some / don't
2. some / any / when
3. Would / any / any / How / lose



C. Write answers. Use your own ideas.

1. Why are you so angry?
____
2. Why are you surprised?
____
3. Why are you relieved?
____
4. Why are you sad?
____
5. Why are you worried?
____
6. Why do you feel bored?
____



D. Write what is wrong with the people in the pictures. Then write what they should or shouldn't do. Follow the example.



Yahya / dentist



1. Mona / rest



2. the children / junk food









3. Farah / hot tea 4. Ali and Imad / medicine 5. Ahmed / go swimming

1. Mona has a headache. She should rest.
2.The children have a stomachache. They shouldn't eat any junk food.
3. Farah has a cold. She should drink some hot tea.
4. Ali and Imad have a cough. They should take some medicine.
5. Ahmed has an earache. He shouldn't go swimming



FIELD TRIP REPORT

Timothy Brown, PE Teacher, Lakeside School

The junior class ______ (1. go) on a field trip to Camp Sunshine during
the spring vacation. Unfortunately, we ______ (2. have) lots of problems
the trip. First, the bus ______ (3. break) down. When we finally ______
(4. arrive) at the camp late at night, we ______ (5. find) that the cabin
______ (6. not have) any heating. We ______ (7. be) cold all night, and
Steve ______ (8. wake up) with a cold. That morning on our hike, Chuck
______ (9. eat) some wild berries in the forest and ______ (10. get) a
stomachache. He ______ (11. take) some medicine, but he ______ (12. not
feel) well after that. On the second day, Dan ______ (13. hurt) his knee
playing football, and Mitch and Peter ______ (14. catch) Steve's cold.
On the third day, Hussain ______ (15. feel) bad because of a terrible
toothache. I ______ (16. give) aspirin to all of them. I'm a PE teacher,
not a doctor. What do you do when everyone is sick on a trip? We ______
(17. pack) our bags and ______ (18. come) back home.

1. went
2. had
3. broke
4. arrived
5. found
6. didn't have
7. were
8. woke up
9. ate
10. got
11. took
12. didn't feel
13. hurt
14. caught
15. felt
16. gave
17. packed
18. came



After Reading

1. What was the problem with eating margarine?
2. Why are eggs good for you?
3. How does chocolate help protect the heart?
4. How much chocolate should you eat a day?
5. Why is olive oil good for you?
6. Why can't many people drink milk?

1. It contained transfats, which were worse than the saturated
fat in butter.
2. They are a good source of protein.
3. It reduces the bad cholesterol and helps to lower blood pressure.
4. You should eat one square from a bar a day.
5. Olive oil increases the good cholesterol and helps to eliminate the bad cholesterol.
6. They cannot tolerate the lactose in cow's milk.

Discussion

1. What is your opinion about the foods mentione
2. What is your favorite food or drink?
3. Are young people in your country worried about eating healthy?
4. What do young people usually eat?
5. Is fast food popular in your country?
6. What do you think are the good and bad things about fast food?

3 Writing

Write about a food that you think is good or bad for your health. Defend your point of view.

4 Project

Research healthful diets. Which foods are considered healthful and unhealthful for young people?

5 Chant Along

The (Right) Answer

What do you do when you feel lonely?
What do you do when you feel blue?
Just come around and listen to me.
I've got the right answers for you.

Chorus

A little bit of hope is what you need—
A little bit of fun and lots of care.
A friendly person you can talk to.
A helping hand when no-one's there.

What should you do in times of trouble?
What should you do when you are sad?
Why don't you bring me all your worries?
I'm sure that things can't be so bad.

Chorus

What can I do to make you happy?
What can I do to ease your pain?
What can I do to cheer you up,
And see you smiling once again?

Chorus



Vocabulary

A. Put the following words into one of the two categories.

lonely, blue, fun, hope, care, friendly, trouble, sad, worries, bad, happy, pain, smiling

Positive (+)	Negative (–)

Positive: fun, hope, care, friendly, happy, smiling
Negative: lonely, blue, trouble, sad, worries, bad, pain

B. Find two positive expressions and two negative expressions in the chant. Write them in the blanks.

(+) to ease your pain (–) to feel blue

1. (+) ______
2. (+) ______
3. (–) ______
4. (–) ______

1. a little bit of fun
2. a little bit of hope
3. feel lonely
4. in times of trouble

Comprehension

A. Answer the questions.

1. How is the
2. What can
3. Do you thi

1. He's feeling lonely and blue.
2. The friend has the right answers. He can give him a little bit of fun, a little bit of hope, lots of care, a friendly person to talk to, and a helping hand.
3. Yes, he does.

B. Write two sen

I've got

______

______

Discussion

1. What do you do when you feel sad?
2. Who do you normally discuss your problems with?
3. Who can you ask for advice?
4. What kind of advice do you give your friends?
5. Think of another title for the chant.



Prepositions of Place: *across from, between, next to, on, near, far from*



The park is **across from** the school.



The bank is **between** the post office and the restaurant.



The pharmacy is **next to** the bookstore.



The bus stop is **on** the corner.


The museum is **near** the hotel.


The airport is **far from** town.

Asking for and Giving Directions

Can you tell me where [the nearest bank] is?
Excuse me. Where is [the Art Museum]?
Is this the right way to [the subway station]?
How can I get to the [post office]?

Turn right onto Park Avenue.
Turn left at the next corner.
Go straight ahead for two blocks.
Go east on Second Street.



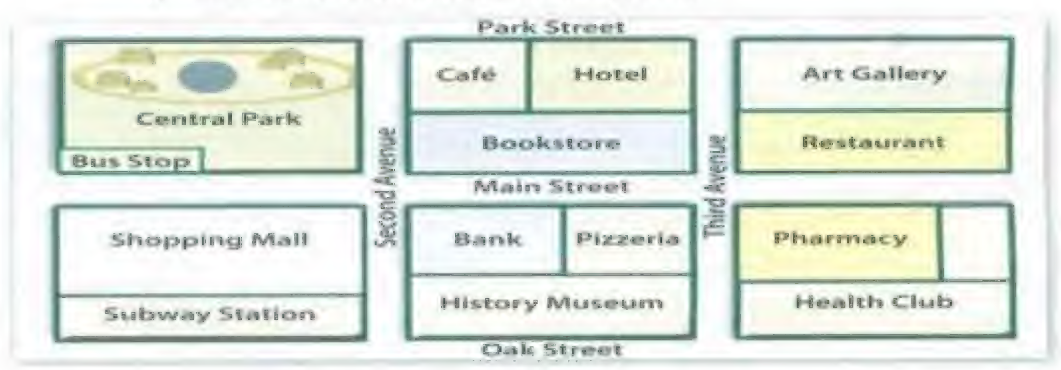
A. Match the questions with the answers.

1. ______ Is there a restaurant in the mall?
2. ______ Is the airport near the city?
3. ______ Excuse me. Where's the bus stop?
4. ______ Is the university north of here?
5. ______ Is this right the way to the hotel?
6. ______ Is the post office next to the park?

a. Yes. Go straight ahead for one more block.
b. No. It's between the bank and the health club.
c. No, it isn't. It's to the south.
d. Yes, there is. It's across from the bookstore.
e. No, it isn't. It's far from the city.
f. It's on the corner of First and Main.

B. Work with a partner. Describe the location of places on the map. Use ***across from, between, next to, on, near,*** and ***far from***.

C. Work with a partner. Student A is a hotel guest: ask for directions to places on the map. Student B is a hotel concierge: give directions. Then change roles.





Imperatives

Use the imperative for commands and instructions.
Say *please* to be polite.

Affirmative (+)	Negative (–)
Sit down. / Please **sit** down.	**Don't sit** down. / Please **don't sit** down.

Also use the imperative to give advice.

Try the pizza. It's excellent.	**Don't have** the soup. It tastes terrible.

Prepositions: *inside, outside, in front of, behind, away, over, under*



The mouse is **inside** the box.
The cat is **outside** the box.



The mouse is **in front** of the cat.
The cat is **behind** the mouse.
The mouse is running **away**.



The cat is **over** the mouse.
The mouse is **under** the cat.

A. Write the negative imperative.

1. It's not lunch time yet! ______________________
2. Why are you feeding the fish? ______________________
3. Why are you running away? ______________________
4. Help! He's breaking my ladder. ______________________
5. No! You're doing that wrong. ______________________

B. Write the correct prepositions.

1. The cameraman is filming the scene. He's standing ______________________ the camera.
2. The thieves are getting ______________________ in a fast car.
3. They are filming the talk show live ______________________ the television studio.
4. They are making a documentary about dolphins ______________________ water.
5. In this scene, the stuntman is jumping ______________________ a wall.
6. The actors are ready to perform ______________________ the camera.
7. They are filming the scenes ______________________ on location in the desert.

C. Work in a group to prepare a scene for a detective film. Choose a director, a cameraman, and two or three actors. The director will use the imperative and prepositions to give instructions.

Relative Pronouns: *Who, That, Which*

Relative clauses add information about a noun in the main clause.
Use the relative pronoun *who* or *that* for people.
Use the relative pronoun *that* or *which* for things and animals.

The waiter is serving the customers. He is friendly.
The waiter **who/that** is serving the customers is friendly. (relative clause)

My uncle works in a factory. The factory makes cars.
My uncle works in a factory **that/which** makes cars. (relative clause)

A. Write what each person does. Use ***who*** or ***that*** and your own ideas.

civil engineer — A civil engineer is someone who designs roads and bridges.

1. nurse ______
2. pilot ______
3. travel agent ______
4. waiter ______
5. journalist ______
6. graphic designer ______
7. translator ______
8. lawyer ______

B. Complete the sentences with ***who*** or ***which***.

1. The neighbor ______ lives downstairs is a chef.
2. Is English a language ______ is easy to learn?
3. Would you like a job ______ has a large salary?
4. My brother works in a store ______ sells furniture.
5. The salesperson ______ helped me was very friendly.
6. The actor ______ is playing the lead role is very funny.
7. He works for a construction company ______ builds roads and bridges.
8. The graphic designer ______ made this advertisement is very creative.



C. Complete the sentences with your own ideas.

1. I like people who are ______
2. I don't like people that are ______
3. I like books which are ______
4. I don't like books that are ______
5. I want a job which is ______
6. I don't want a job that is ______



Gerunds after Verbs

Gerunds are the *-ing* form of a verb. They act like nouns and answer the question *what*.

I recommend **playing** basketball as a hobby.
He enjoys **skateboarding** in the park.



We use gerunds after certain verbs and phrases, such as:

can't stand	feel like	love	spend time
dislike	hate	prefer	suggest
enjoy	like	recommend	

Infinitives after Verbs

An infinitive is *to* + the base form of a verb. Like gerunds, infinitives act like nouns and answer the question *what*. The verbs *like, love, hate*, and *prefer* can go with either a gerund or an infinitive.

I like **to watch** TV, but I prefer **to play** games online.



We use infinitives after certain verbs and phrases, such as:

hate	like	prefer	would like
hope	love	want	would love

A. Write the gerund or infinitive of the verb in parentheses.

My favorite pastime is football. I spend a lot of time ____________ (**1.** practice) because I'd like ____________ (**2.** be) a professional football player one day. My team trains twice a week, and our coach also recommends ____________ (**3.** work out) at the gym twice a week. We usually play matches on the weekends. My teammates and I love ____________ (**4.** win), but we can't stand ____________ (**5.** lose). We hope ____________ (**6.** win) the cup this year.

In my free time, I enjoy ____________ (**7.** hang out) with my friends. On Saturdays, we like ____________ (**8.** ride) our bikes in the park. When it's raining, we prefer ____________ (**9.** go) to the mall. We like ____________ (**10.** look) in the stores, and sometimes we want ____________ (**11.** buy) things like magazines or clothes. When we don't feel like ____________ (**12.** shop), we eat lunch in the food court.

B. Write about your likes and dislikes. Use gerunds and infinitives.

1. I like ____________
2. I'd love ____________
3. I enjoy ____________
4. I prefer ____________
5. I dislike ____________
6. I can't stand ____________
7. I spend my free time ____________
8. I recommend ____________



Too and *Enough*

Too can be placed before adjectives.

I don't like the soup. It's **too** *salty*.

Too much can be placed before noncount nouns and *too many* before count nouns.

I don't like the soup. There's **too much** *salt* in it.
I don't like the soup. There are **too many** *carrots* in it.

Enough can be placed after adjectives.

Don't add more salt. The soup is *salty* **enough**.

Enough can be placed before count and noncount nouns.

We have **enough** *eggs*, but we don't have **enough** *sugar*.

A phrase with *too* or *enough* can be followed by an infinitive phrase.

The soup is **too** hot *to eat*.
I have **enough** vegetables *to make a salad*.



A. Complete the sentences with ***too*** or ***enough***.

1. I don't have ____________ time to cook dinner.
2. This restaurant is ____________ crowded. Let's eat somewhere else.
3. There were ____________ many sandwiches, but not ____________ salad.
4. No more, thank you. That's ____________ rice for me.
5. It's ____________ hot in here. Can we turn on the air conditioner?
6. These shoes are ____________ big, and those shoes aren't big ____________.

B. Complete the sentences with ***too much, too many***, or ***not enough***.

1. There are ____________ people in this restaurant. We can't find a table.
2. There are ____________ desserts to choose from. I want to try them all!
3. ____________ sugar and ____________ sweets aren't good for you.
4. I can't eat all this. There's ____________ pasta on my plate.
5. I have ____________ work to do and ____________ free time to relax.
6. He's still hungry. There was ____________ food.

C. Complete the sentences with an infinitive phrase.

1. It's too late ____
2. There isn't enough time ____
3. Do we have enough eggs ____?
4. He's too young ____
5. I'm too tired ____
6. Are you too busy ____?

Intensifiers

We use adverbs like *very, quite, really, pretty,* and *extremely* to make adjectives stronger. These adverbs are normally placed before the adjective.

It's a **very** interesting exhibit.
It's a **really** interesting exhibit.
It's **quite** *an* interesting exhibit.

Everyone was **pretty** excited.
Everyone was **extremely** excited.
Everyone was **quite** excited.

Note: When there is a singular noun, *quite* goes before the article.

Intensifiers with Strong Adjectives

Strong adjectives are words like:

enormous; huge = very big
brilliant = very clever
excellent; wonderful; great = very good
fantastic; amazing; awesome = very good

tiny = very small
certain = very sure
awful; terrible = very bad
delicious = very tasty



We do not use *very* with strong adjectives. We can use adverbs like *absolutely, completely, totally, really, pretty,* and *quite.*

The cake is very tasty.
Are you really sure?

The cake is **absolutely** *delicious.*
Are you **totally/quite** *certain?*

A. Circle the correct word(s). In some cases, both words are correct.

The new pizzeria is (**1.** extremely / completely) popular. It's a (**2.** really / very) great place to spend the evening with friends. The decoration is (**3.** pretty / completely) awesome. The walls and the floor are (**4.** totally / quite) red, and the lights make it look like you're inside a volcano. The waiters are (**5.** absolutely / extremely) friendly, and the service is (**6.** very / quite) fast. There's a (**7.** quite / really) huge selection of pizzas on the menu, and the prices are (**8.** very / quite) reasonable. The Red Hot special is (**9.** absolutely / totally) delicious. So, invite your friends. It's (**10.** absolutely / very) fantastic!

B. Rewrite the sentences with different intensifiers and adjectives.

1. The exhibit was very good. We had a really good time.

____

2. The exhibit was very bad. We had a very bad time.

____

3. The food was very bad, and the service was very bad.

____

4. The pizza was very good, and the service was very good.

____

5. That's a very good idea. It's very clever.

____

Because versus *So*

The subordinate conjunction *because* introduces a reason—it tells why.
The conjunction so introduces a consequence or a result.

Most accidents happen **because** people don't pay attention.
He didn't see the stop sign, **so** he caused an accident.

So and *Neither*

So . . . and *Neither* both show agreement with the speaker.
So . . . shows agreement with an affirmative statement.
Neither . . . shows agreement with a negative statement.

A: I'm a careful driver.
B: **So** am I.

A: I have some good news.
B: **So** do I.

A: I just heard a crash.
B: **So** did I.

A: I'm not tired right now.
B: **Neither** am I.

A: I never lose my cool.
B: **Neither** do I.

A: I didn't watch the news last night.
B: **Neither** did I.

A. Complete the sentences with ***so*** or ***because***.

1. The driver was sleepy, ____________ he didn't see the stop sign.
2. Sam called the emergency services ____________ there was an accident.
3. "I was scared ____________ he was driving too fast," said the witness.
4. He doesn't have car insurance, ____________ he is extremely worried.
5. She wasn't injured in the crash ____________ she was wearing a seat belt.
6. There were many accidents, ____________ they put traffic lights at the intersection.



B. Show agreement with the statements. Use ***so*** or ***neither***.

1. I don't have a driver's license. ____________
2. There's nothing to do. I'm bored. ____________
3. I always wear a seat belt in the car. ____________
4. I got injured in an accident. ____________
5. I'm not nervous about the test. ____________
6. I didn't see anything. ____________

C. Join the sentences with ***so*** and ***because***.

1. He was injured in the crash. He was taken to hospital.
2. The passenger wasn't wearing a seat belt. She hit her head.
3. No one was hurt. I'm extremely relieved.
4. Ahmed fell off his bike. He was riding too fast.
5. The driver didn't stop at the traffic light. The accident was his fault.





Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
they	them	their	theirs
you	you	your	yours
we	us	our	ours



Subject + Verb + Object

Subject Pronouns take the place of the subject in a sentence. They come before the verb.

Tom likes football. **He** likes football.

Object Pronouns take the place of the object in a sentence. They come after the verb.

Tom likes *football*. He likes **it**.

Possessive Adjectives show who owns something. They go before a noun.

Tom's favorite sport is football. **His** favorite sport is football.

Possessive Pronouns show ownership. They take the place of a noun.

It's not *Tom's football*. It's *my football*. It's not **his**. It's **mine**.

A. Replace the underlined words in the conversation with the correct pronouns or possessive adjectives.

Sam: AAA.... Atchoo!

Dan: Sam, what's wrong with (**1**) Sam?

Sam: I think I caught a virus on the school trip. Everyone in my class caught (**2**) the virus. Charles had a cough. (**3**) Charles sat next to (**4**) Sam on the bus, so perhaps I caught (**5**) the virus from (**6**) Charles. It was cold at the zoo, and Mr. Parker told (**7**) my classmates and I to put on (**8**) my classmates' and my jackets. (**9**) Mr. Parker said that (**10**) my classmates and I should stay warm. Well, I didn't listen to (**11**) Mr. Parker. I didn't wear (**12**) my jacket and some of my friends didn't wear (**13**) my friends' jackets. Maybe that made (**14**) the virus worse.

Dan: (**15**) Sam should see a doctor.

Sam: I did. (**16**) The doctor gave (**17**) Sam a prescription for some medicine. (**18**) The doctor said I should take (**19**) the medicine three times a day. (**20**) The medicine tastes terrible!

1 Are You Here on Vacation?

VOCABULARY

Nouns

address
age
credit card
date of birth
elevator
email address
festival
first name
form
hotel
key card
last name
nationality
nickname
occupation
participant
reception desk
reservation
spelling
telephone number

Verbs

check into
fill in
greet
introduce
pay (for)
spell
stay (in)

EXPRESSIONS

Conversation openers

Excuse me.
How about you?
How are you?
How are you doing?
It's good to see you.

Saying goodbye

Bye.
Good night.
See you tomorrow.
Take care.

Introductions

I'd like to introduce you to . . .
Let me introduce you to . . .
My name is . . .
My nickname's . . .
Nice to meet you (too).

Giving personal information

How do you spell your (last) name?
I'm from . . .
I was born in . . .
I was raised in . . .

Expressing thanks

Thank you so much.
You're welcome.

Apologizing

I'm so sorry.
That's all right.

Asking for directions/ information

Where are you from?
Where can I find out about . . . ?
Where's . . . ?

Offering

Can I help you?

Real Talk

Have a nice stay.
Here you are.

Idioms

on business
on vacation

2 What Are They Making?

VOCABULARY

Nouns

actor
balance
cameraman
crew
detective
director
documentary
episode
ladder
location
martial arts
scene
script
studio
stunt
stuntman
TV series

Verbs

break
come back
feed
film
look around
run away
smell (good)
taste (bad)

EXPRESSIONS

Expressions of approval

Excellent.
That's great.
You're doing fine.

Expression of disapproval

No, that's wrong.

Real Talk

all by myself
Not at all.
So . . .



3 Who's Who

VOCABULARY

Nouns
advertisement
bridge
business management
call center representative
college
company
computer programmer
computer science
customer service
deadline
design
engineer
executive
free time
graphic designer
marketing manager
nurse
pilot
president
psychologist
salary
salesperson
sales representative
tour
travel agent
waiter

Nouns—Work places
advertising firm
call center
computer software company
construction company
furniture store
hospital
travel agency

Verbs
design
organize
produce

Adjectives
boring
crazy
difficult
easy
exciting
exotic
frustrating
fun
interesting
part-time
satisfying
stressful

EXPRESSIONS

Expressions of surprise/approval
That's cool. *(slang)*
Wow!

Asking about someone's occupation
What do you do?

Real Talk
yeah
You know, ...

4 Favorite Pastimes

VOCABULARY

Nouns
board game
current events
dieting
food court
hobby
indoor climbing
leisure
pastime
physical fitness
preference
text message
video game

Verbs
climb
cook
draw
exercise
go online
hang out
know how to
meet
paint
play (a sport)
practice
receive
send
work out

Adjectives
dangerous
popular
relaxing
safe
unusual

Adverbs of frequency
always
never
often
seldom
sometimes
usually

EXPRESSIONS

Talk about ability
(I) know how to ...
(I) don't know how to ...

Real Talk
I see
stuff like that
You mean, ...
You must come along ... sometime.

EXPANSION Units 1—4

VOCABULARY

Nouns

brainpower
corridor
escape
network
opportunity
pressure
screams
share
sign
slogan
strife
tournament

Verbs

ache
admire
attend
attract
compete
crawl out of (bed)
encourage
grab
hang up
rush
wake up
wave

EXPRESSIONS

Idioms

do one's share
fit in
get one's act together
look forward to
make oneself a bite

5 Is There Any Ice Cream?

VOCABULARY

Nouns—Foods and drinks

appetizer
apple pie
bean
beverage
carrot
cheesecake
chicken
chocolate
coffee
cookie
cucumber
dessert
entrée
fish
fruit
ice cream
juice
lettuce
meat
menu
milk
onion
order
pasta
potato
rice
salad
sandwich
sauce
seafood
shrimp
soft drink
soup
steak
take-out food
tea
tomato
turkey
vegetable
water

Containers/ Partitives

a bottle of
a cup of
a glass of
a piece of

Verbs

drink
order

Adjectives

baked
fresh
fried
giant
grilled
roasted
steamed

EXPRESSIONS

Ordering food

Anything to drink?
Are you ready to order?
Do you have any . . . ?
For here or to go?
How about . . . ?
I'd like . . .
May I take your order?
Sorry, we don't have any.
Would you like . . . ?
Yes, please./No, thank you.

Wishing someone enjoyment

Enjoy!

Real Talk

I'll have . . .
Let me see.



6 What Was It Like?

VOCABULARY

Nouns
admission
artist
astronaut
collection
dinosaur
discount
exhibit
experience
gallery
guide
heritage
calligraphy
history
message
museum
navigator
planetarium
safari
sight
space shuttle
technology
ticket

Nouns— Kinds of technology
aeronautics
astronomy
electricity
navigation
robotics
transportation

Verbs
admire
call
discover
explore
invite
journey
miss (something)
prefer
shake (hands)
turn off
win

Adjectives
amazing
awesome
closed
contemporary
daily
delicious
fantastic
free
natural
original
temporary
vintage

EXPRESSIONS

Expressions for asking for an opinion
How was it?
What was it like?

Expression of regret
I'm so sorry (I missed it).

Real Talk
out of this world
That's too bad.
You did?

7 What Happened?

VOCABULARY

Nouns
accident
corner
driver
driver's license
fault
injury
insurance
intersection
mess
motor vehicle
passenger
police officer
scene
stop sign
SUV
traffic light
washing machine
witness

Verbs
break
cause
crash
happen
hit
put
ride

Adjectives
angry
busy
happy
hurt
injured
nervous
relieved
sad
scared
sleepy
surprised
tired
worried

Adverb
ago
fortunately

Pronouns
anything
no one
nothing
someone

EXPRESSIONS

Request for a conversation
Can I talk to you?

Expression for telling about a problem
I have some good news and some bad news.

Real Talk
Don't lose your cool.
It'll only take a minute.
The thing is . . .
What's up?

8 What's Wrong?

VOCABULARY

Nouns
aspirin
illness
liquid
medicine
pain
patient
prescription
symptom

Nouns—Illnesses
cold
cough
diarrhea
earache
fever
flu
headache
high temperature
sore throat
stomachache
toothache

Nouns—Parts of the body
arm
back
chest
ear
eye
foot, feet (*pl.*)
hand
head
knee
leg
mouth
neck
nose
shoulder
stomach
throat
tooth, teeth (*pl.*)

Verbs
ache
cough
drink
hurt
rest
sneeze
vomit

Adjectives
awful
common
runny (nose)
sick
sore (throat)
watery (eyes)

EXPRESSIONS

Expressions for asking about a problem
What's the matter?
What's wrong (with me)?

Expression of sympathy
That's a shame.

Real Talk
. . . and things like that
I just did.
Nothing much.

EXPANSION Units 5–8

VOCABULARY

Nouns
acne
brain
brand
butter
calcium
cholesterol
dairy product
exception
fat
heart
ingredient
margarine
obesity
olive oil
protein
substitute
villain
yogurt

Verbs
associate
eliminate
protect
recommend
reduce
tolerate

EXPRESSIONS

Idioms
a helping hand
cheer (someone) up
ease one's pain
feel blue
in times of trouble



Irregular Verbs

Base Form	Simple Past
be	was / were
become	became
buy	bought
come	came
cut	cut
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fight	fought
find	found
get (up)	got (up)
give	gave
go	went
hang	hung
have	had
hear	heard
know	knew
leave	left
lend	lent
make	made
mean	meant
meet	met
read	read
ride	rode
run	ran
say	said
see	saw
sell	sold
send	sent
sit	sat
sleep	slept
speak	spoke
spend	spent
sweep	swept
swim	swam
take	took
teach	taught
think	thought
understand	understood
wake (up)	woke (up)
wear	wore
write	wrote

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